DOCUMENT RESUME

ED 473 965 CE 084 628

TITLE	Voyager: Reading and Writing for Today's Adults. Levels 2 and 3 Teacher's Resource Guide [and] Student Book [and] Student Workbook [and] Puzzles [and] Vocabulary Workbook. Voyager Placement Tool for Levels Foundation-6 Student Booklet [and] Teacher Scoring Guide.
PUB DATE	1999-00-00
NOTE	580p.; Contains 11 volumes; most with individual authors. Copyright dates for pieces vary. For more Voyager materials, see CE 084 627-630.
AVAILABLE FROM	New Readers Press, P.O. Box 35888, Syracuse, NY 13235-5888 (Teacher's guide, $14; Student Books, $10.50; Workbooks, $8.25; Puzzles, $4; Vocabulary Workbooks--sets of 5, $20; Student Booklet, $4.50; Scoring Guide--set of 5, $6). Tel: 800-448-8878 (Toll Free); Fax: 866-894-2100 (Toll Free); e-mail: nrp@proliteracy.org; Web site: http://www.newreaderspress.com/ .
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF03 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Behavioral Objectives; Classroom Techniques; *Communication Skills; Conventional Instruction; Cooperative Learning; *Critical Thinking; Definitions; *Early Reading; Educational Practices; Family Life; Guidelines; Independent Study; Integrated Curriculum; Justice; Learning Activities; Lesson Plans; Life Events; *Literacy Education; Numeracy; Phonics; Puzzles; Reading Comprehension; Reading Materials; Reading Skills; Relevance (Education); Resource Materials; Self Expression; *Skill Development; Student Placement; Teaching Guides; Vocabulary; Vocabulary Development; Workbooks; Workplace Literacy; Writing Skills
IDENTIFIERS	Authentic Materials

ABSTRACT

This document contains the 11 publications constituting the second stage of the Voyager program, which is a four-stage program that utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today's world and to take adult learners from the beginning stages of reading through the ninth-grade level. The Voyager program combines contemporary content and instructional approaches with traditional instructional practices to help adult learners develop reading, writing, listening, speaking, and thinking skills through theme-based lessons that include opportunities for students to work independently and collaboratively in a variety of settings. The publications included in Stage 2 are targeted toward emerging readers and emphasize literary and informational reading selections; phonics and other word recognition strategies; comprehension and critical thinking strategies; and writing, speaking, and listening skills. The specific Voyager components included in this document are as follows: (1) a teacher's resource guide; (2) two student books for Levels 2 and 3 (featuring lessons on family ties, the theme that life goes on, new beginnings, celebrating differences, great expectations, life across

Reproductions supplied by EDRS are the best that can be made
from the original document.

generations, voices for justice, and self-expression); (3) separate workbooks, puzzle books, and vocabulary workbooks for use with each of the Level 2 and 3 books; and (5) a student booklet and teacher scoring guide for a tool for student placement. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 965

Voyager: Reading and Writing for Today's Adults

Levels 2 and 3 Teacher's Resource Guide

Level 2 Student Book
Level 2 Student Workbook
Level 2 Puzzles.
Level 2 Vocabulary Workbook

Level 3 Student Book
Level 3 Student Workbook
Level 3 Puzzles
Level 3 Vocabulary Workbook

Voyager Placement Tool for Levels Foundation-6
    Student Booklet
    Teacher Scoring Guide

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN
MICROFICHE ONLY HAS BEEN GRANTED BY

D. Cannerelli

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)
2B

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE084628

BEST COPY AVAILABLE

Teacher's Resource Guide

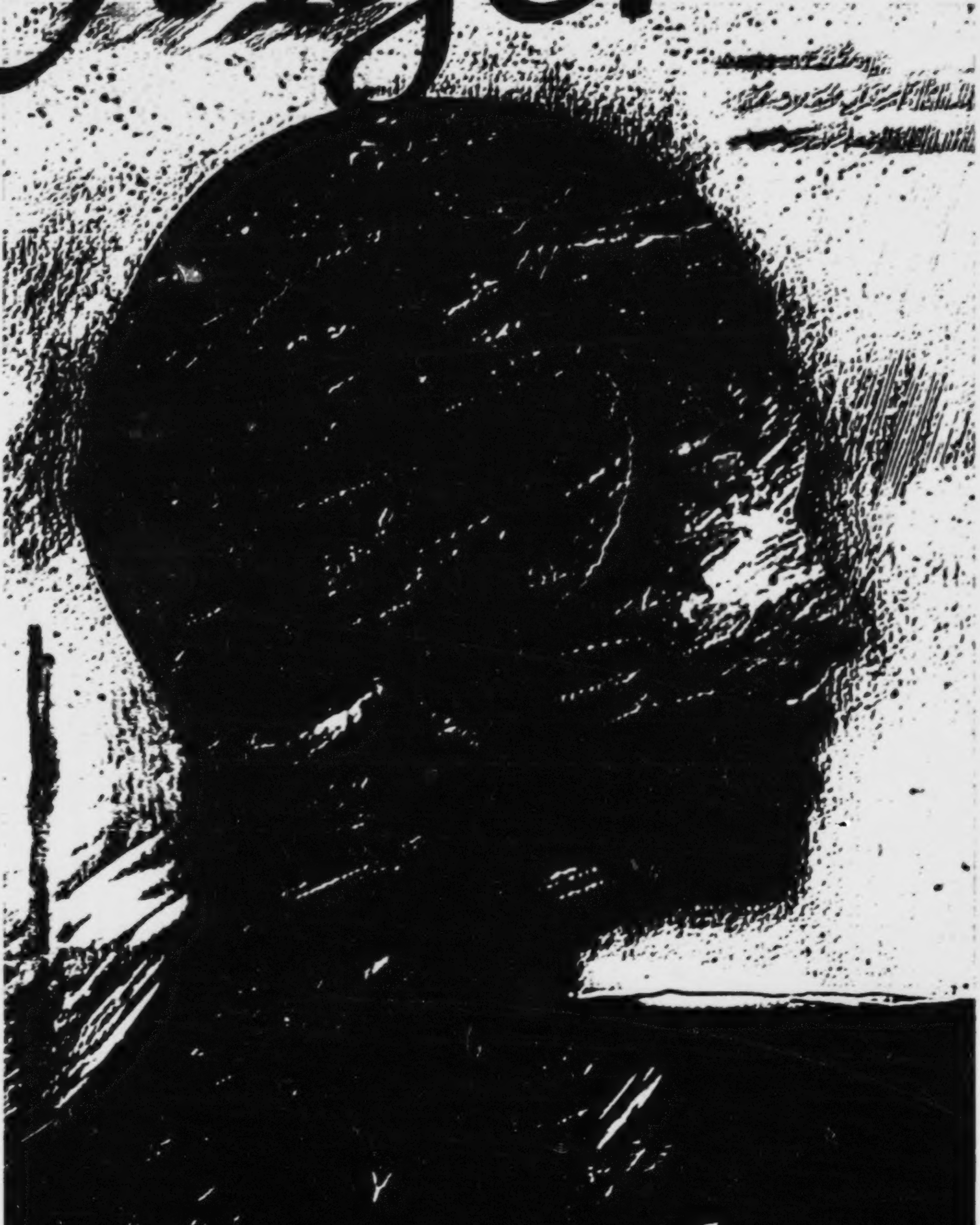
CE CETR
0109

Voyager

Reading and Writing for Today's Adults

2

3



3

New Readers Press

Teacher's Resource Guide

2
3

Voyager

Reading and Writing for Today's Adults

Advisers to the Series

Mary Dunn Siedow
Director
North Carolina Literacy Resource Center
Raleigh, NC

Linda Thistlethwaite
Associate Director
The Central Illinois Adult Education Service Center
Western Illinois University
Macomb, IL

New Readers Press

Contributing Writers
Book 2 Teacher's Notes: Cathy Niemet
Book 3 Teacher's Notes: Susan McShane

Voyager: Reading and Writing for Today's Adults™ Teacher's Resource Guide for Voyager 2 and 3
ISBN 1-56420-169-4
Copyright © 1999
New Readers Press
U.S. Publishing Division of Laubach Literacy International
Box 131, Syracuse, New York 13210-0131

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4

Director of Acquisitions and Development: Christina Jagger
Content Editor: Mary Hutchison
Developer: Learning Unlimited, Oak Park, IL
Developmental Editor: Pamela Bliss
Cover Designer: Gerald Russell
Designer: Kimbrly Koennecke
Copy Editor: Jeanna H. Walsh
Artist/Illustrator: Linda Alden

Contents

▼ Overview of the Series 4
Key Features and Benefits 4
A Closer Look at *Voyager* Components 5
A Closer Look at the Student Books 6
A Closer Look at Assessment 7

▼ *Voyager 2* Scope and Sequence 8

▼ *Voyager 3* Scope and Sequence 10

▼ Overview of *Voyager 2* and *Voyager 3* 12
Parts of the Books 12
How to Use *Voyager 2* and *Voyager 3* 13

▼ Suggestions for Teaching *Voyager 2* and *Voyager 3* 15
Purpose of *Voyager 2* and *Voyager 3* 15
Characteristics of Adult Emerging Readers 15
Working with Adult Emerging Readers 16
Working with Adult Emerging Writers 18

▼ *Voyager 2* Teacher's Notes 21
Unit 1: Family Ties 21
Unit 2: Life Goes On 27
Unit 3: New Beginnings 32
Unit 4: Celebrate Differences 37

▼ *Voyager 3* Teacher's Notes 42
Unit 1: Great Expectations 42
Unit 2: Across Generations 48
Unit 3: Voices for Justice 53
Unit 4: Express Yourself 58

▼ Photocopy Masters 63
1. Cursive Handwriting
2. Cursive Handwriting Practice
3. Plot Map
4. Main Idea and Details Organizer
5. Character Web
6. Story Frame
7. Using a Dictionary
8. Common Prefixes
9. Common Roots
10. Common Suffixes
11. Writing Starters
12. Map of the United States
13. Student Progress Tracking Sheet
14. Tips for Preparing a Progress Portfolio
15. Portfolio Conference Questionnaire

Overview of the Series

Voyager: Reading and Writing for Today's Adults is a four-stage program that utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today's world. It takes students from the beginning stages of reading and writing through the ninth-grade level.

The *Voyager* series consists of nine student books, nine workbooks, four teacher's resource guides, and a placement tool.

▶ Key Features and Benefits

1. ***Voyager* integrates contemporary content and instructional approaches with the best elements from traditional instruction and practice.** In the early books, phonics and other word recognition strategies are combined with reading comprehension instruction. Later books emphasize comprehension and meaning. Instruction in the writing process is combined with instruction in spelling, capitalization, punctuation, grammar, usage, and sentence structure. This balanced approach results in a solid, effective program.
2. **Each lesson integrates reading, writing, listening, speaking, and thinking skills.** Research has shown that literacy development is enhanced when students have the opportunity to apply all these skills to a single topic. Activities and skill-building exercises in *Voyager* are related to the topic of the reading selection, the core of the lesson.
3. ***Voyager* is theme-based.** In *Foundation Book,* each lesson has a theme. The other eight student books are divided into four units, each with its own theme. This theme-based approach encourages students to delve into a topic using a variety of approaches. As students complete the reading, writing, and thinking activities in a unit, they have opportunities to examine the common concepts and issues associated with that unit's theme.
4. **Students work with authentic reading selections and writing assignments—practical, informational, and literary.** *Voyager* draws from a combination of high-quality literature, information-rich articles, adult student writings, and the types of forms, documents, and graphic material adults commonly encounter. Working with these materials, students achieve success at both academic and everyday reading and writing activities.
5. **Activities in *Voyager* give students opportunities to work both independently and collaboratively.** Students complete some activities by themselves. In other activities, students participate in discussions, group problem solving, and so on. These varied ways of working reflect daily life.
6. ***Voyager* can be successfully used in a variety of settings.** *Voyager* can be used in large- or small-group instructional programs, in one-on-one tutorial situations, and independently for self-study in an individualized or learning lab program. This flexible instructional format meets the needs of a wide variety of programs.
7. ***Voyager* provides additional support for both students and teachers.** Workbooks, to be used independently by students, are filled with exercises that give them extra practice with the major skills taught in the lessons. Teacher's resource guides provide valuable additional background information, teaching ideas, and photocopy masters (PCMs). These support materials save time by helping teachers create lesson plans and reinforcement materials.

▶ A Closer Look at *Voyager* Components

- **Nine student books** form the instructional core of the *Voyager* program.
- **Nine workbooks,** one for each student book, provide students with extra skills practice.
- **Four teacher's resource guides,** one for each stage, contain a general overview and orientation to each stage, lesson-by-lesson teacher's notes and extension activities for the student books, and PCMs for both instruction and assessment.
- **The placement tool** helps teachers place students in the appropriate *Voyager* student book.

The Four Stages

The *Voyager* series is a four-stage program. Each stage of *Voyager* reflects a separate stage of reading and writing development. Thus, each stage has its own emphasis and design. The four stages are

1. **Learning to Read** (Reading levels 0.5–2.5) Emphasis at this stage is on short reading selections containing common words; phonics instruction; and writing, speaking, and listening activities to teach basic skills and build confidence.
2. **The Emerging Reader** (Reading levels 2.0–4.5) Emphasis at this stage is on literary and informational reading selections; phonics and other word recognition strategies; comprehension and critical thinking strategies; and writing, speaking, and listening skills.
3. **Reading to Learn** (Reading levels 4.0–7.5) Emphasis at this stage is on expanding students' reading, thinking, writing, and oral communication skills, using reading materials typically found at home, at work, at school, and in the community.
4. **Reading for Work and Life** (Reading levels 7.0–9.5) Emphasis at this stage is on having students learn and apply reading, thinking, writing, and oral communications skills through themes and readings that are work- and life-oriented.

Components of the *Voyager* Series

Stages	Student Books (96 – 176 pages)	Reading Levels	Workbooks (48 pages each)	Teacher's Resource Guides
Learning to Read	Voyager Foundation Book (96 pages) Voyager 1 (128 pages)	0.5 – 1.5 1.0 – 2.5	Voyager Foundation Workbook Voyager 1 Workbook	Teacher's Resource Guide for Foundation Book and Voyager 1 (80 pages)
The Emerging Reader	Voyager 2 (128 pages) Voyager 3 (128 pages)	2.0 – 3.5 3.0 – 4.5	Voyager 2 Workbook Voyager 3 Workbook	Teacher's Resource Guide for Voyager 2 and 3 (80 pages)
Reading to Learn	Voyager 4 (160 pages) Voyager 5 (160 pages) Voyager 6 (160 pages)	4.0 – 5.5 5.0 – 6.5 6.0 – 7.5	Voyager 4 Workbook Voyager 5 Workbook Voyager 6 Workbook	Teacher's Resource Guide for Voyager 4 – 6 (96 pages)
Reading for Work and Life	Voyager 7 (176 pages) Voyager 8 (176 pages)	7.0 – 8.5 8.0 – 9.5	Voyager 7 Workbook Voyager 8 Workbook	Teacher's Resource Guide for Voyager 7 and 8 (80 pages)

BEST COPY AVAILABLE

▶ A Closer Look at the Student Books

Voyager contains nine student books.

Foundation Book

The first book is *Foundation Book.* This book has 28 lessons divided into five units. Units 1–3 contain 18 lessons and introduce the sounds and names of single consonants. Unit 4 contains five lessons that introduce the five vowels and the short vowel sounds in a word-family context. Unit 5 contains five lessons introducing common initial consonant blends.

The activities in each lesson give students opportunities to generate words containing the target letters and sounds, and to read and write sentences or stories that contain words with those letters and sounds. The lessons also include activities to build listening, speaking, and critical-thinking skills.

Student Books 1–8

▶ **Units:** Student books 1–8 are each divided into four units organized around themes relevant to adult life, such as Hopes and Dreams, Express Yourself, On the Job, and Resolving Conflict. Each unit contains three lessons in which students explore different aspects of the theme while working with activities that integrate reading, writing, listening, speaking, and thinking skills.

Each unit ends with (1) a one-page Writing Skills Mini-Lesson that teaches a specific writing skill, such as capitalization, and (2) a cumulative unit review that covers the main skills taught in the unit.

▶ **Lessons:** Lessons in student books 1–8 contain the following features.

Pre-Reading Activities: Each lesson begins with a pre-reading activity designed to activate student interest and prior knowledge, or to teach information needed to understand the reading at the heart of the lesson.

Reading Selections: Over the course of the series, students are exposed to a wide variety of authentic, high-quality reading selections. The readings are a rich mixture of short stories; poetry; drama; essays; adult student writings; informational pieces; and common documents, forms, and graphics.

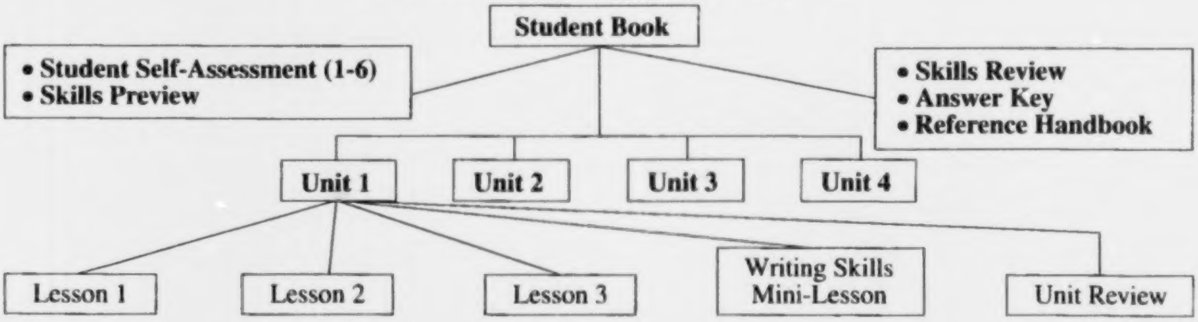
Post-Reading Activities: Through activities related to the reading selection and the unit's theme, students develop their vocabulary, comprehension, and higher-order thinking skills; build their writing competence; and work to master common documents, forms, and graphics. The blend of these features depends on the level of the book.

▶ **Assessment:** Each book begins with a Skills Preview and ends with a cumulative Skills Review. Books 1–6 also contain student self-assessments to use before beginning and after completing each book.

▶ **Answer Key and Reference Handbook:** Students can find an answer key and a reference handbook at the back of each book.

The diagram below shows the organization of Books 1–8.

Organization of *Voyager* Books 1-8



▶ A Closer Look at Assessment

Assessment in *Voyager* is based on these principles:

1. **Assessment should inform instruction.** Assessment can monitor a student's progress, provide feedback and a framework for remediation, and determine mastery.
2. **Assessment should allow learners to express expectations and evaluate progress.** Specific instruments can help students express their goals and needs and evaluate what they have learned.
3. **Assessment should allow for measurement and documentation of a student's progress and educational gains.** Such documentation is essential for students, teachers, and schools.

Series Assessment Tools

This program provides these assessment tools:

- The **Placement Tool** will help you to place a student in the appropriate *Voyager* student book.
- **Student Interest Inventories** in Books 1–3 and **Student Self-Assessments** in Books 4–6 let students evaluate their level of activity and proficiency with various reading and writing tasks.
- The **Skills Preview** in each student book tests students' proficiency with the reading and writing tasks to be covered in the book.
- **Unit Reviews** test the key skills in the unit.
- The **Skills Review** in each student book tests the key reading and writing skills taught in the entire book.

Alternative Assessment Tools

You can utilize any of the following alternative assessment instruments with *Voyager.*

▶ Writing

Dialogue Journals: A student writes observations and ideas in a journal on an ongoing basis, and the teacher responds in the journal (see page 19).

Writing Portfolios: These are collections of student writings (see page 20).

▶ Personal Progress Portfolios

Working Folders: Students date and keep all their works-in-progress and finished work in their working folders. They also keep their "Student Progress Tracking Sheets" in this folder.

Progress Portfolios: Progress Portfolios let students demonstrate progress over time. PCMs have instructions for helping *Voyager* students evaluate the material in their working folders and assemble Progress Portfolios.

▶ Evaluation

Student conferences allow you to evaluate a student's portfolio. These conferences should help students to see their progress as well as show them areas that need improvement. A PCM is provided as a guide for conducting these conferences.

Main Purposes of Voyager Assessment Tools

	Inform Instructor	Empower Learner	Measure Progress
Series Assessments			
Placement Tool	X		
Student Interest Inventory		X	X
Skills Preview	X	X	X
Unit Review	X	X	X
Skills Review	X	X	X
Alternative Assessments			
Dialogue Journal	X	X	
Writing Portfolio	X	X	X
Personal Progress Portfolio	X	X	X

Voyager 2 Scope and Sequence

Unit	Part of Unit	Reading Selection	Genre	Reading Strategy
Unit 1: Family Ties	**Lesson 1**	Family Is Family	Story	Imagine
	Lesson 2	To My Son	Letter	Retell
	Lesson 3	The Quarrel	Poetry	Use prior experience
	Writing Skills Mini-Lesson			
	Unit 1 Review	Grandma Pat	Prose	
Unit 2: Life Goes On	**Lesson 4**	Saying Good-bye	Story	Imagine
	Lesson 5	Lament	Poetry	Use prior knowledge
	Lesson 6	Life in the Hearing World	Biography	Retell
	Writing Skills Mini-Lesson			
	Unit 2 Review	Where There Is a Will There Is a Way	Autobiographical account	
Unit 3: New Beginnings	**Lesson 7**	Follow the Drinking Gourd	Song	Use prior knowledge
	Lesson 8	Al's Journal	Journal	Imagine
	Lesson 9	A New World	Autobiographical account	Retell
	Writing Skills Mini-Lesson			
	Unit 3 Review	The Empty Nest	Story	
Unit 4: Celebrate Differences	**Lesson 10**	Neighborly Celebrations	Story	Use prior experience
	Lesson 11	Celebrate an American Life	Biography	Use prior knowledge
	Lesson 12	Manhattan *and* You've Got to Be Carefully Taught	Poetry	Use prior knowledge
	Writing Skills Mini-Lesson			
	Unit 4 Review	In a Strange City	Story	

BEST COPY AVAILABLE

Reading and Thinking Skill	Writing	Speaking and Listening	Word Work	TRG pages	Workbook pages
Understand plot	Write a sequence of events	Retell	The vowel combinations *ie* and *ei*	22 – 23	4 – 5
Understand the main idea and details	Write a letter	Discussion	The letter combinations *ow* and *ou*	23 – 24	6 – 7
Identify rhythm and rhyme	Write a poem	Oral reading		24 – 25	8
	Adding endings that start with a vowel			25	9 – 10
				26	11 – 13
Understand character	Write a note	Discussion	Context clues	27 – 28	14 – 15
Understand the use of repetition	Write a poem	Oral reading		29 – 30	16
Make inferences	Write a letter	Retell	Context clues	30 – 31	17 – 18
	Using capital letters			31	19 – 20
				31	21 – 23
Make inferences	Write about a song	Oral reading		32 – 33	24
Understand the main idea and details	Write a journal entry	Discussion	Compound words	33 – 34	25 – 26
Make inferences	Write an interview	Interview	Prefixes and roots	34 – 36	27 – 28
	Writing sentences			36	29 – 30
				36	31 – 33
Understand plot and character	Write a description	Retell	Suffixes *-ful, -less, -able, -or*	37 – 38	34 – 35
Make inferences	Write your autobiography	Discussion	The suffix *-ion*	38 – 39	36 – 37
Identify rhyme, rhythm, and repetition	Write a poem	Oral reading/ discussion		39 – 40	38
	Compound sentences			40 – 41	39 – 40
				41	41 – 43

Voyager 3 Scope and Sequence

Unit	Part of Unit	Reading Selection	Genre	Reading Strategy
Unit 1: Great Expectations	**Lesson 1**	It Could Be a Wonderful World	Song	Use prior experience
	Lesson 2	The New Boss	Story	Predict
	Lesson 3	Shaq Measures Up	Biography	Empathize
	Writing Skills Mini-Lesson			
	Unit 1 Review	High Hopes	Story	
Unit 2: Across Generations	**Lesson 4**	Lineage	Poetry	Use prior experience
	Lesson 5	A Mother's Gift	Journal	Predict
	Lesson 6	Suspect	Story	Empathize
	Writing Skills Mini-Lesson			
	Unit 2 Review	Nothing New	Story	
Unit 3: Voices for Justice	**Lesson 7**	A Safe Place	Story	Predict
	Lesson 8	Voice of a People	Biography	Use prior knowledge
	Lesson 9	Let Me Be a Free Man	Speech	Empathize
	Writing Skills Mini-Lesson			
	Unit 3 Review	Defending the Poor	Prose	
Unit 4: Express Yourself	**Lesson 10**	Marian Anderson: A Tribute	Review	Use prior knowledge
	Lesson 11	A Soldier's Story	Story	Predict
	Lesson 12	Arthur	Poetry	Use prior experience
	Writing Skills Mini-Lesson			
	Unit 4 Review	A Letter to the Editor	Letter	

BEST COPY AVAILABLE

Reading and Thinking Skill	**Writing**	**Speaking and Listening**	**Word Work**	**TRG pages**	**Workbook pages**
Find the theme	Write a song	Oral reading		43 – 44	4
Understand the plot	Write a story	Discussion	Context clues	44 – 45	5 – 6
Find the main idea and details	Write a paragraph	Interview	Recognizing words	45 – 47	7 – 8
	Compound sentences			47	9 – 10
				47	11 – 13
Find the theme	Write a poem	Oral reading		48 – 49	14
Draw conclusions	Write a journal entry	Discussion	Prefixes and roots	49 – 51	15 – 16
Understand character	Describe a character	Retell	Prefixes, roots, and suffixes	51 – 52	17 – 18
	Complex sentences			52	19 – 20
				52	21 – 23
Identify setting	Describe a setting	Retell	Dividing words into syllables	53 – 55	24 – 25
Find the main idea and details	Write an interview	Interview	More dividing words into syllables	55 – 56	26 – 27
Identify viewpoint	Write your viewpoint	Discussion		56 – 57	28
	More on complex sentences			57	29 – 30
				57	31 – 33
Identify viewpoint	Write a review	Discussion	Review of dividing words into syllables	58 – 59	34 – 35
Understand character setting, and plot	Write a story	Oral reading	Summary of word-recognition strategies	59 – 60	36 – 37
Make inferences	Write a letter	Discussion		60 – 61	38
	Fixing sentence fragments			61 – 62	39 – 40
				62	41 – 43

Overview of *Voyager 2* and *Voyager 3*

▶ Parts of the Books

Voyager 2 and *Voyager 3* are each divided into four theme-based units to give students a meaningful context for their reading, writing, thinking, listening, and speaking activities.

The Four Units

Below is a short explanation of the unit features in *Voyager 2* and *Voyager 3*. Detailed explanations and tips for teaching the lessons and mini-lessons are in the Teacher's Notes starting on page 21.

Unit Overviews The overview introduces the theme of the unit. The readings and activities throughout a unit are related to its theme.

Lessons Each unit has three lessons. Each lesson contains these features:

- **Learning Goals** a list of the main objectives of each lesson. Knowing the goals for study empowers students to take charge of the learning process.
- **Before You Read** a strategy to help students prepare for the reading selection. Students are encouraged to think about their own knowledge of or experience with the reading topic, or they are given essential background information.
- **Key Words** words in the lesson that students may not recognize or know the meaning of, presented in a meaningful context
- **Use the Strategy** a reminder, to help students apply the reading strategy
- **Reading** a story, poem, letter, article, biography, or journal entry relating to the unit's theme
- **After You Read** questions and activities to check students' comprehension of and reaction to the reading selection
- **Think About It** instruction and practice in a targeted reading and thinking skill
- **Write About It** instruction and guided practice in producing a piece of writing, such as a letter or a poem
- **Word Work** instruction and practice in word-attack strategies—phonics, context clues, and word analysis—to help students better decode and write words

Writing Skills Mini-Lessons Each unit has a one-page mini-lesson after the last lesson. The mini-lessons explore a particular issue of mechanics or sentence structure to help students master basic conventions of written English.

Unit Reviews The Unit Reviews recap the reading and writing activities in each unit. The writing process is introduced and practiced.

Before Starting the Units

Student Interest Inventory This assessment tool lets students evaluate their current level of activity and proficiency with a variety of everyday reading and writing tasks. You will need to work through it individually with students.

Skills Preview The Skills Preview helps you diagnose how well students read independently.

While Working through the Units

Answer Key The Answer Key provides answers to exercises in the lessons, Unit Reviews, and Writing Skills Mini-Lessons.

Reference Handbook This handbook contains

- **Writing Skills** a summary of the information in the mini-lessons
- **The Writing Process** an outline of the five stages of the writing process

After Working through the Units

Skills Review The Skills Review is a cumulative review of the skills taught in *Voyager 2* or *Voyager 3*. If students do well on the Skills Review, you should feel comfortable moving them on to the next *Voyager* book.

How to Use *Voyager 2* and *Voyager 3*

You can use *Voyager 2* and *Voyager 3* for one-on-one or group instruction. The Teacher's Notes that start on page 21 will guide you through each lesson in these books. You may adapt these notes to fit your specific needs.

Before you begin working with *Voyager 2* or *Voyager 3*, read the "Suggestions for Teaching *Voyager 2* and *Voyager 3*" on page 15. This material gives insight into the special needs of adult emerging readers and writers. It suggests specific strategies that have proven to be successful with adult literacy students.

To begin your work, discuss students' educational goals with them. Describe ways in which you will be helping them reach those goals. Work through the assessment materials at the beginning of the book to assess students' skill levels and needs.

As you work through *Voyager 2* or *Voyager 3* with students, assess what material each student can do independently and on what type of material he or she needs guidance. Encourage as much independence as possible, but be careful not to frustrate students by having unrealistic expectations.

Adult students need a lot of feedback. Focus on the positive—what students have learned or accomplished. Keep in mind, however, that adult students can also detect insincere praise, so be positive, but truthful.

Working with a Range of Students in a Group Setting

If you are involved in group instruction, your students' literacy levels may vary. Students may range from those who are new to reading to those who need just a review before moving on. It is essential that you get to know your group members as individuals with very specific interests and skill levels.

Although students may be placed in a group based on their assessed reading level, you will find that adult students have diverse skills and skill levels. The following strategies can be used with a mixed-ability group:

- Work through the first unit with the entire class. If some students move quickly through the material on their own, let those students work ahead in a lesson independently, drawing them back in for whole-group discussions and peer review of writing assignments.
- Involve the more able students in peer tutoring. For instance, have students read to each other and review each other's writing and practice work.
- The more able students can do reinforcement and extension activities while the rest of the group finishes a lesson. They can complete the corresponding workbook pages independently or the extension activities suggested in the Teacher's Notes.

Using the Student Interest Inventory

Before starting, explain to students that they will fill in the left side of the chart now and the right side after finishing the book. Also point out that it will help you get to know the student better and will give the student a way to evaluate his or her progress over time.

Have the student try to read and fill in his or her educational goal independently. If necessary, read it aloud and fill in the student's dictated answer.

Then you or the student should read the central column. The student should check the appropriate answer for each item on the left side of the chart.

Using the Skills Preview

Work one-on-one with a student to complete the preview. Read the directions to each section aloud. Then have the student complete the section as independently as possible.

Use the Skills Preview Answers and the Skills Chart to get a sense of the student's comfort level with material taught in *Voyager 2* or *Voyager 3*. Discuss the results with the student.

If a student has great difficulty with the Skills Preview, consider using the previous *Voyager* book instead. Conversely, if a student has little or no difficulty, you can have the student complete the Skills Review. If this is also easily completed, consider using the next level *Voyager* book.

Working through the Lessons

The Teacher's Notes on pages 21–62 provide teaching suggestions for each lesson in *Voyager 2* and *Voyager 3*.

Working with the Reading Selections

The reading selection is the heart of each lesson. With any student or group of students, read the title aloud. Ask students to look at the picture. Ask what they think the reading will be about. Depending on class size, you can use the following strategies to help students better understand the reading:

▶ **One-on-one tutoring:** Skim the selection to determine whether you think the student will be able to read it independently or will need assistance.

- If you think the student can read the selection independently, have him or her read it aloud to you. If the student mispronounces or skips a word, let him or her continue to read, see that the sentence did not make sense, and correct the error. If the student does not self-correct after one or two sentences, wait until he or she has finished reading and then have the student reread the incorrect sentence.
- If you think the student will need assistance, try one of the assisted reading strategies described on page 17.

▶ **Group instruction:** Skim the selection and use one of these strategies, depending on the difficulty of the selection:

- If you think students will need assistance, try one of the assisted reading strategies described on page 17.
- Read the entire selection aloud to students. Then have students read it to themselves. Next, have volunteers each read a sentence or paragraph aloud to the class.
- Read the first paragraph aloud to students. Then have volunteers read the remaining paragraphs aloud. Finally, have students read the entire selection to themselves.

Using the Answer Key

Check students' answers as they complete an exercise or lesson. When students are able, let them check and correct their own work.

Using the Reference Handbook

Here are some tips:

- **Writing Skills** Have students refer to these pages whenever they are editing their writing.
- **The Writing Process** Refer students to this page when they do the writing portion of a unit review.

Using the Skills Review

Have students complete the review independently. Use the Skills Review Answers and Evaluation Charts to help students evaluate their performance. Read students' Write About It pieces and give them feedback on all parts of the writing process.

Discuss the review results with students. If a student struggled through or performed poorly on a section of the Skills Review, assess the problem area(s). You may want the student to review the lessons and/or units in which these areas are covered before moving them into the next *Voyager* book.

Finally, have students return to the Student Interest Inventory and fill out the right side of the chart. Discuss their progress and ongoing goals.

Suggestions for Teaching
Voyager 2 and *Voyager 3*

▶ Purpose of *Voyager 2* and *Voyager 3*

Voyager 2 and *Voyager 3* emphasize the key components of the reading and writing processes. Students engage in various prereading strategies, and postreading comprehension activities follow each reading. In addition, students practice such higher-order thinking skills as making inferences, identifying main idea and detail, and identifying plot and character traits, based on the reading selections. Students also follow the key stages of the writing process as they complete a writing activity related to the reading. Students develop their listening and speaking skills as they participate in oral activities in each lesson.

After successfully completing *Voyager 2* and *Voyager 3*, students will have learned to

- work through theme-based units
- apply word recognition strategies: context clues, word analysis, phonics, and syllabication
- use context clues to determine the meaning of unknown words
- use a variety of reading strategies and skills to improve comprehension
- apply the writing process to writing poems, letters, journal entries, paragraphs, and other pieces
- use written English conventions, such as capitalization, spelling, and writing complete sentences

▶ Characteristics of Adult Emerging Readers

When working with these materials, keep in mind the following characteristics common to adult learners.

Adult learners	**As a teacher or tutor of adult learners you should**
want and deserve respect but may fear school	• stress accomplishments • give frequent praise • emphasize existing skills
have a wealth of life experience	• emphasize how much students already can do • design some activities around students' interests and experiences
may feel insecure about using new skills	• provide many opportunities for practice • model and practice skills before having students work independently
are accustomed to making decisions	• involve students in setting goals and objectives • offer choices of activities • respect the students' priorities
may find planning for the future difficult	• help students to prioritize learning goals • develop supplemental activities around students' special interests • use time carefully

Adapted from *Teaching Adults: A Literacy Resource Book*, New Readers Press, 1994

▶ Working with Adult Emerging Readers

Voyager has been developed to help adult readers improve their reading and writing skills. You can employ a variety of strategies to help adult students build their skills and self-confidence. In *Voyager 2* and *Voyager 3*, students should be working to improve their word recognition strategies, fluency, and comprehension.

Improving Word Recognition

It is important that students be able to recognize words quickly, since slow word recognition disrupts both fluency and comprehension. Here are six strategies for improving word recognition.

1. **Context clues** Have students try to figure out the meaning of an unfamiliar word by using its context—the surrounding sentence and paragraph. When students come to a word they don't know, have them say "blank" and read the rest of the sentence or paragraph. Have them think of a word that would fit in the place of "blank" and reread the sentence, using the word they chose, to be sure that it makes sense.
2. **Phonics** Students need to be able to apply their phonics knowledge to help decode words.
   - When students come to a word that they can't read, ask them to underline each consonant and make the sound for each one. Then have them blend the sounds together to make a word and see if the word fits in context. *["I joined a s pp rt (support) group today."]*
   - When students have trouble with certain letter combinations (for instance, *ie*), encourage them to try the most likely pronunciation first. If the result is the correct word, the student can read on. If it is not, have the student try an alternate pronunciation.
3. **Compound Words** When students come across a word they don't know, they can check to see if it is a compound word. When students encounter a compound word they can't decode, have them draw a line between the two smaller words and read each aloud. Then have them say the two smaller words together as a compound word.
4. **Prefixes, Roots, and Suffixes** Recognizing these standard word parts can help students decode unfamiliar words.
   - Begin instruction in the analysis of word parts only when you feel individual students are ready. Continue to introduce limited numbers of new prefixes, roots, and suffixes at a measured pace. To introduce these standard word parts, refer to PCMs 8, 9, and 10.
   - Write a common prefix on a colored index card and some common roots on white index cards. (Make sure that you choose roots and prefixes that work together: *re + act, re + duce, re + flect.*) Discuss the meaning of the prefix (for example, *re-* means *back* or *again*). Have students match the prefix and roots to make new words and use the words they create in sentences. Follow the same process using roots and suffixes. Note that many common roots are not whole words.
5. **Syllabication** Several *Voyager 3* lessons teach how to divide longer words into syllables to help decode them. You can make additional lists of words to give students more practice.
6. **Sight Vocabulary** Students need to continuously build the number of words that they recognize automatically. This is especially true of the high-utility words that commonly appear in typical reading material.
   - **Flash cards** Have students make a flash card with the target word on the front. On the back, they should put either a picture representing the word or a sentence using the word. Have them make cards for 5 to 10 new words at a time. Encourage students to review the words at home. Allow time in each lesson for students to review the words. As students work with the cards, have them divide the cards into two piles—words that they recognize immediately and those they do not. Have them repeat the process until the second pile is gone.
   - **Personal dictionaries** Students can develop their own dictionaries to help them learn

sight words. Have them label each page of a notebook with a letter of the alphabet. They can write a word they want to learn and a sentence containing that word on the appropriate page. Students can also create special pages for different contexts, such as work, school, family, or other topics.

Improving Fluency

Voyager 2 and *Voyager 3* students may read hesitantly, word by word, or without expression. It is important for them to improve their fluency, because it will improve their understanding and enjoyment of written materials. Below are tips for improving reading fluency. These tips progress from low to high learner involvement.

1. **Read aloud:** Read aloud to students while they listen or follow along. In this way, you model reading with good phrasing and expression.
2. **Echo reading:** Read a sentence aloud and then have students read the same sentence aloud. Gradually increase the amount of text you read.
3. **Paired reading:** You and the students read aloud simultaneously, but you set the pace. As students' fluency increases, lower your voice so students can clearly hear their own voices.
4. **Alternate reading:** Depending on the level of the material and the ability of the student, read the first sentence or paragraph aloud. Then have the student read the next sentence or paragraph. Alternate until you have finished the selection. Students can also work in pairs, but don't pair students who both have difficulty reading fluently.

Improving Comprehension

Even if students can read all the words in a selection, they may not understand the meaning of the passage. Experience and research have shown that students get more out of reading if they use strategies that engage them actively in the reading process. The four strategies below help students improve their comprehension of reading selections.

1. **Set a purpose** Introduce a reading selection by discussing the title, any pictures or graphics, and the general topic. Discuss what students already know about the topic and what they would like to find out—their purpose for reading. *("Find out what happens when Marla gets sick.")* When students finish the reading, ask them to discuss whether they fulfilled this purpose.
2. **Prediction** When people watch a movie or a TV show, they speculate on what is going to happen. Help students to apply this to their reading by using the following process:
   - Before reading, discuss the title and any pictures. Have students predict what the selection will be about.
   - While reading, stop periodically and ask questions such as, *"What do you think will happen next?"* or *"How do you think this will turn out?"* Have students check their predictions as they read. Model this by reading aloud, asking questions, and thinking through your answers aloud.
3. **Retelling** Choose two reading selections that students can read independently. Model retelling with a student as your partner. Each of you will read one of the selections silently. When you finish, tell each other about what you read. Exchange readings and repeat. Have students work in pairs to do this activity.
4. **Independent reading** In addition to working through *Voyager,* adult students should be exposed to a wide variety of other written materials. Many public libraries have special sections for adults with limited reading skills. You can also acquire high-interest, low-reading-level books—both fiction and informational reading—from New Readers Press.

Students may also need to work on their comprehension at a more specific level. The strategies below address these aspects of comprehension.

1. **Vocabulary development** Try these tips when students encounter a word they don't know the meaning of:
   - Have students use context clues to figure out the meaning.
   - Encourage students to add these words to their personal dictionaries.
   - When appropriate, discuss relationships between the unfamiliar word and words they

do know. For instance, you can discuss synonyms and antonyms.

- You can also discuss classification when that is appropriate. For example, in *Voyager 2*, Lesson 5, the word *trousers* appears. You could ask students for a synonym for *trousers*. You could also ask what category *trousers* belongs to and have them name other articles of men's clothing.
- Discuss prefixes, roots, and suffixes when an unknown word contains those parts.

2. **Phrase reading** Some students read word by word rather than in phrases. They may comprehend little of what they read. To help students read in a connected and meaningful way, underline meaningful phrases or draw slashes between them. *("Marla lay in bed / with a burning pain / in her stomach.")* Then use either echo or paired reading as practice.
3. **Sentence comprehension** Some students may not be used to seeing or hearing sentences of any great complexity. As a result, they may have difficulty understanding such sentences. Here are two suggestions for helping students:
   - Have students express the sentences in their own words.
   - Look at the Writing Skills Mini-Lessons on pages 60 and 86 in *Voyager 3*. Develop additional exercises in which students combine two ideas using a connecting word.
4. **Cloze exercises** This type of exercise gives students practice using nearby context clues to construct meaning. Select or create a passage that is at or below the student's reading level. Leave the first and last sentences intact and take words out of the remaining sentences. Be sure to select words for which there is some context. ("Marla lay in bed with a burning _____ in her stomach," *rather than* "_____ lay in bed with a burning pain in her _______.") You can also fill in the first letter of the deleted word. ("Marla lay in bed with a burning p_____ in her stomach.") Ask students to fill in the missing words and reread the passage to be sure each word makes sense.

▶ Working with Adult Emerging Writers

Accomplished writers have gained control over the mechanics of writing—handwriting, spelling, capitalization, punctuation, usage, and sentence structure—and can devote their attention to the composing aspects. Adult emerging writers have more difficulty because they are still struggling with both aspects of writing. These suggestions can help students with both aspects. Also included is advice about writing portfolios. As you help students improve their writing, you should

- let students write often and in uninterrupted time periods
- allow more time for writing than for skill practice
- carry out each writing assignment yourself and share your writing with students

The Writing Process

One of the keys to unlocking the talents of adult emerging writers is to work with them through the stages of the writing process. Accomplished writers don't simply get an idea, write it down, and produce a finished piece. But inexperienced writers don't know that. They need to be taught that good writing usually involves a process that includes these five stages:

1. **Prewrite:** decide what to write about, generate ideas, and organize them
2. **Draft:** get ideas down on paper in sentence, and perhaps paragraph, form
3. **Revise:** clarify, refine, and expand the content
4. **Edit:** correct errors in grammar and mechanics
5. **Recopy:** write a final draft and share it with others

These five stages are outlined in the Reference Handbook of each student book. Here are suggestions for implementing the first four stages.

1. **Prewriting** Try these ideas to help students find topics, generate ideas, and organize their ideas:

- Have students choose topics about which they have something to say. Topics can be something that has happened to them, hobbies or interests, current events, etc. Refer to PCM 11 for other topic ideas.
- Write a word or a topic on the board and have students brainstorm ideas about it. Write all ideas down; don't dismiss anything. Review the ideas and have students select those ideas they want to use in their writing.
- Encourage students to organize their thoughts using simple outlines, lists, or graphic organizers such as those found on PCMs 3, 4, 5, and 6.

2. **Drafting** Tell students not to be concerned with spelling or grammar at this stage. Encourage them to get their ideas down on paper as they come to mind and to ask for help if they need it.
3. **Revising** Model how to revise their writing by asking questions that students should learn to ask themselves. Have a volunteer read his or her draft out loud, or read one of your own. Then ask such questions as *"Have you made the point you wanted to make? Are the ideas in an order that makes sense? Are there reasons or examples you could add to help make your point? Are there ideas that don't belong and should be taken out? Have you used the best words?"* As students become more comfortable with the process, they can work in pairs to revise their drafts. You can also prepare checklists of what to look for when revising.
4. **Editing** When students have revised their drafts to their satisfaction, help them review their work for errors in spelling, punctuation, capitalization, usage, and sentence structure. Refer students to the Writing Skills section of the Reference Handbook in their books. Help them clarify relationships between ideas by using transitions and signal words. Do not try to correct everything at once. Focus on one or two errors that occur frequently in a student's writing. Look for teachable moments when a specific skill can be practiced and reinforced.

Writing Assignments

Encourage your students to write about topics that interest them. Here are some suggestions that will help students with the composing aspects of writing.

1. **Language Experience Approach (LEA)** This approach can help students who have difficulty writing on their own. Here is one way to conduct a language experience activity.
   - Have the student tell you about a recent or important experience.
   - Write down what the student says. Ask the student to suggest a title.
   - Read the story back to the student and ask for additions or corrections.
   - Read each sentence to the student. Have the student read each sentence after you.
   - Have the student read the story aloud.
   - Have the student copy the story and put it in his or her working folder.

   Note: When working with a group, have each student contribute one sentence as you write the story on the board. Have students read the story aloud. All students then copy the story for their working folders.
2. **Journals** Encourage students to keep a journal in a notebook. Explain that they don't have to revise and edit a journal.
   - A **personal journal** includes a student's thoughts, observations, and activities. Students can keep personal journals private, or they may choose to share them.
   - A **dialogue** or **response journal** is a written dialogue between you and the student. The student writes an entry and you respond to the student's ideas and share your own. You can model corrections in your responses, but do not correct the student's writing.

The Mechanics of Writing

Here are suggestions to help students gain control over the mechanics of writing.

1. **Dictation** Writing from dictation allows students to concentrate on mechanics. Read aloud a short article or a passage from a *Voyager*

lesson. Make sure your voice indicates the appropriate punctuation—a pause for a comma, a full stop for a period, and so forth. Read slowly enough for students to keep up with you, but not so slowly that meaning is lost. When the dictation is finished, have students compare what they wrote with the printed version.

2. **Handwriting** Handwriting development can be arduous and time-intensive. Here are some ideas to keep in mind:
   - Students can practice copying words or short sentences that are meaningful to them.
   - If students print well and want to write in cursive, use PCMs 1 and 2A and B to introduce and provide handwriting practice.
   - Don't overdo handwriting practice.
3. **Spelling** Students need to understand that they need not correct every spelling error on every piece. Take a long-term approach to spelling by following these tips:
   - Have students keep a personal spelling list. They can label each page of a notebook with a letter of the alphabet. They should write words they want to know how to spell on the appropriate pages. They might also include a sentence for each target word.
   - Base spelling assignments on words that students want or need to know.
   - To keep students from getting bogged down when writing first drafts, encourage them to use invented spelling—guessing how to spell a word by the way it sounds. They can correct their spelling when they edit their drafts.
   - Make lists of words that students commonly use and misspell. Look for patterns in their errors, and teach the rules that relate to the most common mistakes.
4. **Capitalization** The Writing Skills Mini-Lesson on page 62 of *Voyager 2* introduces capitalization. The rules are repeated in the Reference Handbook. Review the rules as necessary.
5. **Sentence Structure** Several Writing Skills Mini-Lessons deal with sentence structure.
   In *Voyager 2*
   - Writing Sentences (p. 88)
   - Compound Sentences (p. 114)

   In *Voyager 3*
   - Compound Sentences (p. 34)
   - Complex Sentences (pp. 60 and 86)
   - Fixing Sentence Fragments (p. 112)

All of these mini-lessons are condensed in the Writing Skills section of the Reference Handbooks of *Voyager 2* and *Voyager 3.*

You can reinforce students' awareness and control of sentence structure by having them do the following activities. Both can be based on the reading selection in your current lesson.

- **Scrambled Sentences** Scramble the words of a sentence and write them on the board. Have students unscramble the words to write a meaningful sentence. Do this with several sentences. Students can also do this activity in pairs.
- **Key Words** Select five or six key words from an article or paragraph and write them on the board. Have students work in pairs to create a complete sentence using all the words. For practice writing compound or complex sentences, include appropriate connecting words.

Writing Portfolios

An important factor in developing confidence in writing is seeing progress over time. Have students keep all their writing in a working folder. Make sure they date each piece. Review the folders together periodically and discuss areas of improvement. Students can select special pieces to place in a writing portfolio or in a more comprehensive Personal Progress Portfolio (see p. 7). Here are some tips for developing portfolios of either type:

- Have students date and keep unfinished pieces in their working folders.
- If a student takes a piece of work through the writing process, staple the drafts together with the final product on the top. Date all pieces.
- Have students use PCM 14: Tips for Preparing a Progress Portfolio to select pieces from their working folders to include in their portfolio. Have them explain why they chose those pieces.
- Use PCM 15: Portfolio Conference Questionnaire to help students evaluate their progress.

Voyager 2 Teacher's Notes

Pre-Assessment

Before you begin Unit 1 with students, have them complete the Student Interest Inventory and the Skills Preview at the beginning of *Voyager 2* (see "Using the Student Interest Inventory" and "Using the Skills Preview," pp. 13–14).

In addition to *Voyager 2,* students will need
- folders in which to keep their finished work and their work-in-progress (see "Working Folders," p. 7)
- a spiral-bound or three-ring notebook to use as a personal dictionary (see "Personal Dictionaries," pp. 16–17)
- a spiral-bound or three-ring notebook to use as a personal spelling list (see p. 20)

▶ Unit 1: Family Ties

Part of Unit	Voyager 2 pages	TRG pages	Workbook pages
Overview	13	21 – 22	
Lesson 1	14 – 21	22 – 23	4 – 5
Lesson 2	22 – 29	23 – 24	6 – 7
Lesson 3	30 – 35	24 – 25	8
Writing Skills Mini-Lesson	36	25	9 – 10
Unit 1 Review	37 – 38	26	11 – 13

Student Objectives

Reading

- Read a story, a letter, and a poem.
- Practice the strategies of imagining, retelling, and using prior experience.
- Understand plot, understand main idea and details, and identify rhythm and rhyme.

Writing

- Write a sequence of events, a letter, and a poem.

Speaking and Listening

- Retell, discuss, and read aloud.

Word Attack and Mechanics

- Decode words with the letter combinations *ie* and *ei, ow* and *ou.*
- Add endings that start with a vowel.

▶ Unit 1 PCMs

PCM 1: Cursive Handwriting
PCM 2: Cursive Handwriting Practice
PCM 3: Plot Map
PCM 4: Main Idea and Details Organizer
PCM 11: Writing Starters
PCM 13: Student Progress Tracking Sheet

▶ **Cursive Writing PCMs** When students are ready to learn cursive writing, introduce it using PCM 1. Suggest that they work on four or five letters per lesson, first tracing over the guidelines on the PCM, then writing each letter on a copy of PCM 2B at least 10 times. After they have practiced all the letters, they can use PCM 2A and B for practicing their signatures, writing sentences, and anything else they choose. Write practice sentences on the board as models for them.

▶ **Personal Dictionaries and Spelling Lists** Encourage students to add words they want to learn to their dictionaries and spelling lists during each lesson in Unit 1 (see above).

Unit 1 Overview (p. 13)

The overview introduces the theme "Family Ties." Discuss the collage of pictures. Tell students that they will be reading about each of the people represented in the collage. Say, *"Think about family ties. What can you guess about the family ties of these people?"* Record students' responses on the board. Read the overview aloud. Then do a paired reading with students (see "Working with Adult Emerging Readers," pp. 16–18). Discuss students' responses to the questions in the last paragraph.

Be an Active Reader Explain that as they read, "active" readers think about the information they are reading, and they try to figure out words or ideas they don't understand. Encourage students to mark things they don't understand with a question mark and to underline unknown words. After they have finished an entire selection, they can reread the marked sections to see if they now make sense.

Lesson 1 (pp. 14–21)

Learning Goals Read the learning goals aloud. Explain that Lesson 1 will focus on these goals.

Before You Read Read and discuss the first paragraph.

A–B. Read parts A and B with students. Discuss their answers.

Key Words The underlined words are important to the meaning of the reading. Have students read the sentences and try to figure out the meaning of each key word using context clues. Write the key words on the board. Ask students to read them aloud and to write words they want to learn in their personal dictionaries.

Use the Strategy Read the text aloud and discuss it. Encourage students to use the strategy of imagining to help them understand the reading. Explain that imagining helps us experience the reading more fully and understand it more clearly. Model the strategy by reading the first few lines of the selection and saying what goes through your mind as you imagine what you read. The check-ins within the reading selection remind students to apply the strategy as they read.

"Family Is Family" Before reading, discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Encourage students to mark the text as explained in "Be an Active Reader" on page 13 of *Voyager 2*. Be sure students use the check-ins to help them apply the strategy of imagining. If necessary, explain the use of quotation marks for dialogue.

After You Read

A–B. Have students reread the sections they marked and look back at words they underlined. Discuss any words or sections that they still don't understand. Remind them to add words they want to learn to their personal dictionaries.

C. Have students work as independently as possible. Encourage them to look back at the reading to confirm their answers when necessary. Discuss their responses.

Talk About It Students should understand that Ann's statement means that family members stick together no matter what. You may also want to have students discuss similar sayings, such as "Blood is thicker than water." Encourage students to write their responses.

Extending the reading: In small groups, have students discuss possible scenarios of what might happen next to Marla and her family. Say, *"Imagine the sequel to this story. What will happen with Marla, Keith, and Ann in the next week? Over the next few months?"* Write students' ideas on the board.

Think About It: Understand Plot Introduce the concept of plot in an everyday context, using a popular movie or TV show as an example. Explain that the plot is the action in a story. The plot has a beginning, a middle, and an end.

Have students read the definition of plot and its three components. Discuss the plot map. Discuss why the rising action line is so much longer than the falling action (most plots end quickly after the climax). Discuss the questions and the three parts of the plot in "Family Is Family."

Practice Students should be able to fill in the plot map by answering the three questions in their own words. For instance, the rising action might be stated, "Marla is sick and worried."

▶ ***Retell*** Explain that retelling means telling the events in your own words, in the order in which they occurred. Let students retell "Family Is Family" as a group. Ask volunteers to each give one event or detail of the story. One way to start retelling the story would be "'Family Is Family' is about . . ."

Talk About It Students should understand that Keith is part of the reason Marla is so worried, and that he is also the one who brings Ann back into Marla's life.

Extending the skill: Use PCM 3. Ask students to recall a story they have read or seen, or to find a story in a book or a magazine. Have them complete a plot map for the story and share their work with the class. Have students date their plot map and put it in their working folders.

Write About It: Write a Sequence of Events Read the first paragraph. Explain that the events in a story are usually written in time order—what happens first, second, and so on.

A. Have students number the events in "Family Is Family" in the order in which they happened.

B. Explain that sequence words such as *first, next,* and *then* help readers follow the order of events. Have students copy the events in the correct sequence. Then have them read the finished sentences aloud, paying special attention to the sequence words (see "Working with Adult Emerging Writers," pp. 18–20).

Writing extension: Use PCM 11, activity 5. Ask students to think of a personal experience that has special meaning for them and to write the events in sequence. Have students date their writing and put it in their working folders.

Word Work: The Vowel Combinations *ie* and *ei*
Read the introduction.

A. Point out that the *ie* combination can be pronounced as long *e* (*brief*) or as long *i* (*pie*). If necessary, remind students that a long vowel sounds like the name of the vowel. Read aloud the *ie* words with the long *e* sound. Ask students to listen for the long *e* in each word and to repeat the word aloud. Then have students read each word aloud. Repeat this procedure for the long *i* sound. Read the tips following the lists.

B. Point out that the *ei* combination can be pronounced as long *a* (*neighbor*) or as long *e* (*ceiling*). If necessary, remind students that the *gh* is silent in words with *eigh*. Repeat the process above for the *ei* combinations. Read the tip that follows the lists. Be sure students know the meanings of all the words.

C. Read the direction line and do the first exercise with students. Encourage them to use the tips they learned to pronounce the words.

Remind students that when they are reading, they will also have the meaning of the sentence to help them figure out unknown words.

More Practice: *Voyager 2 Workbook* p. 4. The workbook exercises are designed to be done independently and should not require teacher input.

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 2 (pp. 22–29)

Learning Goals Read the learning goals aloud. Explain that Lesson 2 will focus on these goals.

Before You Read Read the first paragraph with students before they do the checklist. Discuss their choices.

Next read the second paragraph, allowing students to respond to the questions. Discuss how we use shorter, easier words when we explain something to a child.

Key Words See Lesson 1 notes.

Use the Strategy Read the text and discuss it. Encourage students to use the strategy of retelling to better understand what they read. Explain that when we retell events or information in our own words, we check our comprehension of what we read. Model the strategy by reading the first few lines of the selection and asking aloud, *"What is the writer telling me about?"* Then say what goes through your mind to check your comprehension.

"To My Son" Before reading, discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins to help apply the strategy of retelling.

After You Read See Lesson 1 notes.

Talk About It Encourage students to discuss both the benefits and drawbacks of such a discussion between father and child. Ask them to imagine what the child's point of view might be.

Extending the reading: Have students work in pairs and discuss the hopes the father has for his son. List these on the board. Then have students list hopes they have for their children or other family members.

Think About It: Understand the Main Idea and Details Read the definitions and have volunteers read the explanations. Discuss the examples from "To My Son." Discuss how the graphic organizer is shaped—so that the main idea spans all the details and the details are supports holding up the main idea. Be sure students understand the difference between the main idea and its supporting details.

Practice Read the directions. Have students complete the activity as independently as possible. Then have them compare their work in pairs.

Extending the skill: Use PCM 4. Find a short article with a clear main idea and details. (You can find such an article in *News for You,* the newspaper published by New Readers Press.) Have students read the article and complete the organizer.

Write About It: Write a Letter Read and discuss the first paragraph.

A. Help students complete this list if necessary. Encourage them to think of a child they know as they prewrite.

B. Discuss the format of letters: the salutation, the body, the closing, and the signature. Look back at "To My Son" as an example. Then let students use the letter starter provided to write their letters as independently as possible (see "Working with Adult Emerging Writers," pp. 18–20).

Word Work: The Letter Combinations *ow* and *ou*

A–C. See Lesson 1 notes. Stress the strategy of trying the most common sounds first: long *o* for *ow* and *ou* as in *out.* If needed, point out that the letters *gh* can either be silent (*dough* and *bought*) or have the sound *f* (*rough*). Explain that *couldn't* is a contraction formed from *could* and *not.* Ask what words *wouldn't* and *shouldn't* are formed from.

More Practice: *Voyager 2 Workbook* p. 6

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 3 (pp. 30–35)

Learning Goals Read the learning goals aloud. Explain that Lesson 3 will focus on these goals.

Before You Read Read the introduction.

A. Read the questions and discuss students' answers.

B. Discuss students' responses to the checklist. Explain that poetry is a special type of writing in which the poet chooses specific words to convey images (mental pictures) and emotions, and that poets often use conventions, such as rhyme and rhythm. Discuss how poems look—they often have one phrase per line, and they're often short. Explain that each word is carefully chosen. Have students name or recite poems they know. Tell them that limericks, song lyrics, and nursery rhymes are types of poems.

Key Words See Lesson 1 notes.

Use the Strategy Explain to students that their experiences are a rich resource they can tap into as they read. Tell them they will use their experiences to better understand the poem in this lesson. By comparing situations in a reading to their own experiences, students can personally relate to what they are reading and predict possible outcomes.

"The Quarrel" Before reading, discuss the picture. Read the poem aloud; then do a paired reading with students. Finally, let students read the poem aloud on their own. Be sure they apply the strategy of using prior experience by comparing events in the poem with events in their own lives.

After You Read See Lesson 1 notes.

Talk About It Extend the discussion by asking, *"Why do we often feel we are right and the other person is wrong? Why is it sometimes so hard to see the other person's point of view?"*

Extending the reading: Have students compare and contrast the content of "The Quarrel" and "Family Is Family," the story from Lesson 1. Explain that when we compare, we notice similarities; when we contrast, we notice differences. Ask, *"Who was quarreling in each reading? Who made the first move to make up? How did the arguments end?"* List answers on the board under the headings "Similarities" and "Differences." Then ask students which reading they preferred and why.

Think About It: Identify Rhythm and Rhyme

Rhythm Ask students to explain rhythm. Suggest they think in terms of music. Discuss their explanations. Then read the description of rhythm aloud. Have students read the line from "The Quarrel" and clap to the rhythm.

Rhyme Read the description of rhyme. Ask students to provide more examples of rhyming words.

A–B. Work through these exercises with students. Be sure to read the last paragraph of part B aloud. Add other examples (for example, *phone* and *groan* rhyme; *head* and *bead* do not).

Practice Do the first exercise in A and B with students. Then let them complete the work alone or with a partner.

Extending the skill: Have students clap the rhythm and find the rhyming words of a well-known poem or song.

Write About It: Write a Poem Read and discuss the first paragraph.

A. As part of the prewriting activity, ask students to list things they fight over with a family member and things that make them laugh or cry with this person. Write their ideas on the board. Read the reminder about rhyme and rhythm being optional in a poem.

B. Tell students they can complete the lines of the poem given or they can write their own poem. If they want their poem to rhyme, they should choose words for the end of each line that rhyme with many other words.

Talk About It Have students answer specific questions about their partner's poem: Was it clear? Did the lines make sense? For students who used rhyme, have their partners find the rhyming words in their poems. For those who used a regular rhythm, have their partners clap out the rhythm of their poems.

More Practice: *Voyager 2 Workbook* p. 8

Have students fill out copies of PCM 13 to include in their working folders.

Writing Skills Mini-Lesson: Adding Endings That Start with a Vowel (p. 36)

Read the first paragraph. Explain that endings are letters added to the ends of words. Give several common examples *(help: helping, helper, helpful)*. Explain that spelling rules apply when adding endings that start with a vowel.

1. Read and discuss the first rule and examples. Point out that these words, like most words, did not change when the endings were added. Ask students for other examples.

2–4. Read and discuss the other rules and examples. Make sure that students understand one rule before you move on to the next one. Ask students for other examples for each rule.

Practice When students seem comfortable with the rules, have them do the paragraph exercise. You can have students work in pairs. Have students date their writing and put it in their working folders.

More Practice: *Voyager 2 Workbook* p. 9

Unit 1 Review (pp. 37–38)

Explain that this review will help students evaluate what they have learned in Unit 1.

Reading Review Have students complete the questions as independently as possible.

Writing Process Before students begin the Writing Process, have them turn to page 128 in their books. Discuss the five steps of the writing process. Explain that students have already completed steps 1 and 2 for the three pieces they wrote in Unit 1. Help students locate the draft they want to work with further. Work with students as they revise, edit, and create a final draft.

To help students with the revising step, go over the specific point listed for each type of draft. When they get to the editing step, remind students to check the spelling of words that have endings. Have students date their final drafts and put them in their working folders.

Extending the theme: To extend the theme of "Family Ties" in Unit 1, suggest that students make family trees showing their parents, grandparents, and, if relevant, children and grandchildren. Ask if any students or their family members have researched their family tree.

More Practice: *Voyager 2 Workbook* p. 11

▶ ***Final Note:*** Review with students the copies of PCM 13 that they placed in their working folders. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 1. Discuss possible ways of meeting those needs.

▶ Unit 2: Life Goes On

Part of Unit	Voyager 2 pages	TRG pages	Workbook pages
Overview	39	27	
Lesson 4	40 – 47	27 – 28	14 – 15
Lesson 5	48 – 53	29 – 30	16
Lesson 6	54 – 61	30 – 31	17 – 18
Writing Skills Mini-Lesson	62	31	19 – 20
Unit 2 Review	63 – 64	31	21 – 23

Student Objectives

Reading

- Read a story, poems, and a biography.
- Use the reading strategies of imagining, prior knowledge, and retelling.
- Understand character, understand the use of repetition, and make inferences.

Writing

- Write a note, a poem, and a letter.

Speaking and Listening

- Discuss, read aloud, and retell.

Word Attack and Mechanics

- Learn and review the use of basic context clues.
- Learn the rules for capitalization.

▶ Unit 2 PCMs

PCM 1: Cursive Handwriting
PCM 2: Cursive Handwriting Practice
PCM 5: Character Web
PCM 6: Story Frame
PCM 7: Using a Dictionary
PCM 11: Writing Starters
PCM 12: Map of the United States
PCM 13: Student Progress Tracking Sheet

▶ Cursive Writing PCMs Use PCM 1 and 2b with students who are continuing to practice four or five letters per lesson. Use PCM 2A and B with students who need practice writing their names and sentences. Write practice words and sentences on the board as models.

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they want to learn to their dictionaries and spelling lists during each lesson in Unit 2 (see p. 21).

Unit 2 Overview (p. 39)

The overview introduces the theme "Life Goes On" with a collage of pictures from the three readings in the unit. Ask, *"What does the phrase 'life goes on' mean to you? What ideas does it bring to mind?"* Read the overview aloud, then do a paired reading. Discuss the questions in the last paragraph.

Be an Active Reader See Unit 1 notes.

Lesson 4 (pp. 40–47)

Learning Goals Discuss the learning goals.

Before You Read Read the first paragraph and discuss students' responses.

A–B. Read aloud as needed. Discuss students' answers.

Have students locate California, the setting of the story, on PCM 12. Use a globe or world map to show students where Mexico is located. (*Note:* Have students keep their copy of PCM 12 for future reference.)

Key Word See Lesson 1 notes.

Use the Strategy Tell students they will use the strategy of imagining introduced in Lesson 1. Using this strategy, they will try to see, hear, and feel what is going on between two friends. This will help them better understand the reading.

"Saying Good-bye" Before reading, discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins as reminders to apply the strategy of imagining. Remind students that quotation marks enclose the words the two friends say to each other.

After You Read See Lesson 1 notes.

Talk About It Students should understand that even though Rosa is calm on the outside, she is scared and upset on the inside. Discuss with students how they have reacted when they heard bad news from a family member or friend. Ask, *"What did you say to the other person? How did you feel on the inside?"*

Extending the reading: Have volunteers role-play the story in pairs, each taking the part of either Rosa or Carmen. Pairs could also role-play an imaginary scene between Carmen and Hector, in which Hector and Carmen talk about his new job and Carmen wonders how she will break the news to Rosa. Allow time for students to practice their role plays.

Think About It: Understand Character Introduce the concept by using a character from a movie or TV show as an example. Have students name their favorite movie or TV character and tell what they like about the character. List students' responses and discuss them.

Have students read the definition of character and the list that follows it. Discuss the character web and the two qualities that students choose to complete Carmen's character web.

Practice Encourage students to look back at the story to make their list that describes Rosa. Have them complete the character web independently. Discuss their responses.

Extending the skill: Provide copies of a short story or an excerpt from a story that develops a character well, or use "Family Is Family" from Lesson 1. Have students read the selection and complete the character web on PCM 5. Have students date their work and put it in their working folders.

Write About It: Write a Note Read the first paragraph.

A. Explain that writers often use a list to gather their thoughts and ideas before writing. Ask students to list a few things they could suggest to Rosa to help her cope after Carmen moves away.

B. Tell students to use their lists to complete a note to Rosa. They should fill in the date, write their ideas in sentences, and sign the note.

Writing extension: Have students use PCM 6 to develop a story frame for "Saying Good-bye." Students should refer to the story to find out where it takes place, the rising action, the climax or turning point, and the falling action. Have students date their work and put it in their working folders.

Word Work: Context Clues Read the introduction. Point out that when experienced readers don't know a word in a sentence, they read the rest of the sentence or paragraph and try to figure out what the word means. They are using context clues to help them decode unknown words.

Read the first paragraph and the example aloud. Ask students to guess what word completes the sentence. Tell them to ask themselves, "What word makes sense here?" Then read the next two paragraphs, which explain how to determine that the missing word is *interview.*

Practice Read the directions and help students with the exercise. Encourage students to ask, "What word makes sense here?" for each sentence.

Word Work extension: If you feel students are ready to start using a dictionary, give them PCM 7. Explain that it is a good idea to check the definition of an unknown word in a dictionary. If necessary, review and practice alphabetical order. Do one or more of the activities designed to familiarize students with dictionaries. Demonstrate how to use guide words, and have students practice this skill. Encourage students to develop the habit of looking up unknown words.

More Practice: *Voyager 2 Workbook* p. 14

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 5 (pp. 48–53)

Learning Goals Discuss the learning goals.

Before You Read Read the first two paragraphs. Discuss different causes of grief and why people grieve. Volunteers may share personal experiences of loss and grief.

Have students complete the checklist. Discuss their responses. Ask for other words or phrases that describe how grieving people feel.

Key Words See Lesson 1 notes.

Use the Strategy Point out that students will use their personal knowledge to better understand the poetry in this lesson. Explain that when we use this strategy, we recall what we know about a topic to more fully understand what we are reading.

"Lament" Discuss the picture. Read the poem aloud; then do a paired reading with students. Remind students to use their prior knowledge as they read the poem. Remind them also to keep on reading if there is no end mark at the end of a line. Explain that reading in this way will help them better understand the poem.

After You Read See Lesson 1 notes.

Talk About It Make sure students consider the fact that when people suffer a great loss, they often can focus only on one day at a time. They use all their strength to hold themselves or their family together and make it through the day. Extend the discussion by asking: *"Do you think the woman really means that the 'dead [should] be forgotten'?"*

Extending the reading: Ask students to work in pairs using PCM 5 to do a character web of the woman in the poem. To help them, ask: *"Is this woman married, single, divorced, or widowed? How many children does she have? What things will she do to help her cope with the loss of her husband? What qualities does she have, based on what we read in the poem?"* Have students write the word *woman* in the center oval and complete the web with information about the woman.

Think About It: Understand the Use of Repetition Discuss how repetition is used to emphasize certain ideas.

Read the introductory paragraph aloud. Then read "Lament" aloud and have students listen for the repeated line.

Read the poem again, asking students to pay attention to the three lines that follow the repeated lines. Then read and discuss the paragraphs that interpret these lines.

Practice Read and discuss the introduction to the poem. Ask students what they know about the Nazi concentration camps in World War II. Have them imagine how hard life was for people who were sent to concentration camps. Have volunteers read the poem aloud. Then have students answer the questions independently. Discuss their answers.

Extending the skill: Find a poem that makes strong use of repetition to get its meaning across. Or ask students to suggest a favorite poem, song, or other writing that uses repetition. Have them identify the repetition and analyze its effect.

Write About It: Write a Poem Read and discuss the first paragraph.

A. Encourage students to picture what they would like to change and how they would like to be from today on.

B. Discuss the structure of the poem. Have students read the poem starters before filling in the blanks so that they can get a sense of what to do. Tell them to reread "From Tomorrow On." Explain that their poems will use the same structure, but should focus on what they would like to change "from today on."

Talk About It Write the headings "Similarities" and "Differences" on the board. Ask students to compare and contrast the ways of coping of the speakers in the two poems—the adult and the child. Ask, *"Do you think children's innocence helps them cope better with loss?"*

More Practice: *Voyager 2 Workbook* p. 16

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 6 (pp. 54–61)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the introduction. Explain that a biography is a true account of the important events in a real person's life. Be sure students understand that a biography is not about a fictional character.

A–B. Read aloud as needed. Discuss students' answers.

Key Words See Lesson 1 notes.

Use the Strategy Tell students they will use the strategy of retelling introduced in Lesson 2 to better understand the reading. Remind them that we retell what we have read by putting it into our own words. By asking, *"What is the writer telling me now?"* we check our comprehension as we read.

"Life in the Hearing World" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Explain that this biography tells events in sequence. Remind students to use the check-ins to help them apply the strategy of retelling.

After You Read See Lesson 1 notes.

Talk About It After students retell Michael's story to a partner or small group, start a discussion by asking, *"If you were deaf, how would you communicate with hearing people? Take classes? Look for a job? Find an apartment?"*

Extending the reading: To help students understand how a deaf person deals with life in a hearing world, ask them to communicate with a partner without speaking. For instance, they might act out buying a shirt or going out to eat. If students are interested, invite someone who knows American Sign Language to visit the class. Discuss how learning to sign is similar to and different from learning to read.

Think About It: Make Inferences Explain that writers don't always state their ideas directly. Sometimes readers have to "read between the lines" to understand ideas.

Read the introduction and work through the examples with students. If necessary, model inferring with another example from the reading: *"'When Michael was in his twenties, Prince died. He decided he did not need another hearing-ear dog.' Because Michael felt he no longer needed to rely on a dog, I can infer that Michael felt he could make it on his own."*

Practice Have students read the excerpts and answer the questions alone or with a partner. Discuss students' answers.

Extending the skill: Have students compile a list of everything they know about Michael Delani. Then they should note whether they were told (**T**) or inferred (**I**) each piece of information.

Write About It: Write a Letter Read and discuss the introduction.

A. Explain that when getting ready to write, we often think of as many ideas as possible and then select the best ones. Before students begin their lists, ask volunteers to brainstorm questions they might ask Michael. Write the ideas on the board.

B. Review the format of a letter. Have students write the date, complete the body of the letter with their own questions for Michael, and sign the letter. Have students share their letters with a partner or small group.

Word Work: Context Clues Read the introduction and discuss the example with students. Ask which words helped them figure out the correct meaning of the phrase.

Read the directions. Have students complete the exercise independently and discuss their answers.

Word Work extension: Continue to use PCM 7 to help students become familiar with using a dictionary.

More Practice: *Voyager 2 Workbook* p. 17

Have students fill out copies of PCM 13 to include in their working folders.

Writing Skills Mini-Lesson: Using Capital Letters (p. 62)

Read the introduction.

1. Read the first rule and examples. Point out that capitalizing the first word of a sentence helps us know when a new sentence begins.
2. Read the second rule and examples. Ask students to give other examples of days of the week, holidays, and months. Write the words on the board for students to copy.
3. Read the third rule and examples. Have students write their own city, state, and country. Point out that words such as *library* and *school* also name places, but they are capitalized only when they appear in the name of a specific library or school (for example, *Lincoln Library, Mahalia Jackson School*).
4. Read the fourth rule and examples. Have students write their own names and appropriate titles.

Practice When students feel comfortable with these rules, have them do the paragraph exercise on a separate piece of paper. Have students date their writing and put it in their working folders.

More Practice: *Voyager 2 Workbook* p. 19

Unit 2 Review (pp. 63–64)

Follow the process described in Unit 1. As students edit their writing, have them check that they added endings and capitalized words correctly. Have students date their writing and put it in their working folders.

Extending the theme: To extend the theme of "Life Goes On," use PCM 11. Ask students to do the third activity in number 4. Have them choose a character from one of the readings in Unit 2 to write about. Ask how they would have made sure that "life goes on." Have students date their writing and put it in their working folders.

More Practice: *Voyager 2 Workbook* p. 21

▶ ***Final Note:*** Review with students the copies of PCM 13 that they have placed in their working folders. Ask what additional help they think they need with the material from the three lessons and the Writing Skills Mini-Lesson in Unit 2. Discuss possible ways of meeting those needs.

▶ Unit 3: New Beginnings

Part of Unit	Voyager 2 pages	TRG pages	Workbook pages
Overview	65	32	
Lesson 7	66 – 71	32 – 33	24
Lesson 8	72 – 79	33 – 34	25 – 26
Lesson 9	80 – 87	34 – 36	27 – 28
Writing Skills Mini-Lesson	88	36	29 – 30
Unit 3 Review	89 – 90	36	31 – 33

Student Objectives

Reading

- Read a song, a journal, and a student's autobiography.
- Practice the strategies of using prior knowledge, imagining, and retelling.
- Make inferences and understand the main idea and details.

Writing

- Write a reaction to a song, a journal entry, and interview questions and results.

Speaking and Listening

- Read aloud, discuss, and interview.

Word Attack and Mechanics

- Decode and identify compound words.
- Understand prefixes and roots.
- Write correct sentences.

▶ Unit 3 PCMs

PCM 4: Main Idea and Details Organizer
PCM 8: Common Prefixes
PCM 9: Common Roots
PCM 11: Writing Starters
PCM 12: Map of the United States
PCM 13: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they want to learn to their dictionaries and spelling lists during each lesson in Unit 3 (see p. 21).

Unit 3 Overview (p. 65)

The overview introduces the theme "New Beginnings." Discuss the collage of pictures. Tell students the new beginnings they will read about in the unit are represented in the collage. Say, *"Think about new beginnings. What new beginnings might the people pictured have had?"* Record students' responses on the board. Read the overview aloud. Then do a paired reading with students (see "Working with Adult Emerging Readers," pp. 16–18). Discuss students' responses to the questions in the last paragraph.

Be an Active Reader See Unit 1 notes.

Lesson 7 (pp. 66–71)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the information about the song and the code it contains. Ask students to share what they know about slavery in the U.S. List their responses on the board. Discuss the question in the last paragraph.

Key Word See Lesson 1 notes.

Use the Strategy Tell students that they will use their prior knowledge to more fully understand the song in this lesson. Remind students that when we use this strategy, we recall information we already know about a topic to better understand new information that we're reading.

"Follow the Drinking Gourd" Discuss the picture. Read the lyrics with students, following the rhythm of the chorus as marked below.[1]

/ _ _ / / /
Fol - low // the drink - ing gourd.

/ _ _ / / /
Fol - low // the drink - ing gourd.

_ _ / / /_ / _ _ _ / _ _ _ / _
For the old man is a - wait - ing for to car - ry you to free - dom

_ _ / _ _ / / /
If you fol - low the drink - ing gourd.

Read the lyrics again, clapping or tapping the rhythm. Ask if any students are familiar with the tune of this song. If so, encourage them to teach it to the class. Remind students to use the check-ins to help them apply the strategy of using prior knowledge.

After You Read See Lesson 1 notes.

Talk About It Ask students to imagine what a new beginning would have meant to slaves. Discuss the sort of life that escaped slaves faced. Be sure students understand that most slaves could not read or write.

Extending the reading: Use PCM 12 to locate the states that allowed slavery in the mid-1800s: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, and Virginia (which included present-day West Virginia). If possible, display a map of Underground Railroad routes from an encyclopedia and have students trace these routes on their maps.

Think About It: Make Inferences Read the introduction and work through the example with students. Discuss using prior knowledge and clues to make inferences.

Practice Have students reread the song before they answer the questions.

Extending the skill: Find a short story that you can read aloud in less than 10 minutes. Identify places where inferences can be made. Distribute copies of the story to students. Read the story aloud as students follow along. Stop at the places where inferences can be made, and have students infer information from the clues. Help them by asking such questions as *"Why do you think the person did that?"* or *"Who do you think did that?"*

Write About It: Write About a Song Read the introduction.

A. Allow students time to think about the suggested questions. Encourage them to add questions of their own. Have students write their ideas on separate paper.

B. Have students write first drafts using their prewriting ideas. They may complete the sentence starters provided and/or write their own sentences. When students have finished, invite them to share their thoughts with a partner or group.

More Practice: *Voyager 2 Workbook* p. 24

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 8 (pp. 72–79)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the first two paragraphs. Explain that people write in journals for a variety of reasons. Some people keep a journal to record everyday events. Others use journals to record inner thoughts and feelings.

A–B. Read aloud as needed. Discuss students' answers.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will use the strategy of imagining they practiced in Lessons 1 and 4. Point out that if they can imagine how a man whose wife had just left him would think and feel, they will better understand the journal entries.

---

[1] / indicates a stressed syllable; _ indicates an unstressed syllable; // indicates a pause

"Al's Journal" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Remind students to use the check-ins to help them apply the strategy of imagining. Point out that Al's journal entries are written on different dates during a one-month period.

After You Read See Lesson 1 notes.

Talk About It Discuss students' responses. Ask students to imagine how Al's daughters must feel about the divorce and to talk about how Al might help them cope.

Extending the reading: Using PCM 11, discuss with students the meaning of each saying in activity 3. Then ask students to choose one of the sayings and write about how it applies to Al's marriage problems. Have students date their writing and put it in their working folders.

Think About It: Understand the Main Idea and Details Read the first paragraph. Discuss how important it is to understand a writer's main idea, even though it is not always stated.

Read the example of the June 6 journal entry. Have students first choose the main idea and then underline at least three details that support it. Tell them to ask themselves about each detail in the entry, *"Does this describe a marriage that is ending?"*

Practice

A. Have students do the exercise as independently as possible.

B. Point out that some statements do not give a reason that marriages fail, and so they are not *supporting* details for that main idea.

Extending the skill: Use PCM 4. Have students reread "Life in the Hearing World" in Lesson 6. Help them identify the main idea and write it in the top of the organizer. Then have students find four supporting details and write them under the main idea.

Write About It: Write a Journal Entry Read the first paragraph. Remind students that a journal is often kept private because it reveals a person's thoughts and feelings. Explain that because a journal is not usually meant for others to read, the writer does not take the time to prewrite journal entries. Instead, the writer writes down thoughts as they come to mind.

Ask students to think about the topic "A Hard Time in My Life" and jot down notes if they like. Then have students write a journal entry on the topic. Be sure they understand that they don't have to share this writing.

Encourage students to start their own journals in separate notebooks.

Word Work: Compound Words Read the first paragraph. Ask if students can find a compound word other than *bedroom* in the first paragraph *(sometimes).* Encourage them to suggest other examples. List these on the board.

A–B. Read the directions and have students do the exercises independently.

Word Work extension: Bring in copies of a story or news article that contains compound words. Have students read the story, underline the compound words, and identify the smaller words within them.

More Practice: *Voyager 2 Workbook* p. 25

Have students fill out copies of PCM 13.

Lesson 9 (pp. 80–87)

Learning Goals Discuss the learning goals.

Before You Read Read the first paragraph. Explain that an autobiography is written by a person about his or her life. In "A New World," Mamie Chow, an adult student, tells what it was like for her to move to a new country.

A–B. List students' responses on the board and discuss them.

Key Words See Lesson 1 notes.

Use the Strategy Point out that students will again be using the strategy of retelling to better understand the reading in the lesson.

"A New World" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins as reminders to apply the strategy of retelling. Review the concept of sequence with students. Tell them they will read about the events of Mamie Chow's life in the order in which they happened.

After You Read See Lesson 1 notes.

Talk About It Review the list of problems made in response to part A of "Before You Read." Ask, *"Which of these problems did Mamie Chow face? What other problems did she face? Do other newcomers to this country have different kinds of problems?"* Invite students to share "success stories" of newcomers they know.

Extending the reading: Have students work with a partner to create a list of important events in Mamie Chow's life. They should complete this list in time sequence. For instance, students might begin: 1. Mamie Chow's marriage was arranged by her parents. 2. Mamie Chow left China in 1948. Students should refer to the reading for other important events in Mamie Chow's life.

Think About It: Make Inferences Read the first two paragraphs. Have a volunteer read the excerpt from "A New World." Be sure students understand that they have to make educated guesses, based on the information given, about the kind of daughter Mamie Chow was. The passage doesn't state this directly, but there are many clues that tell how she behaved as a daughter and how she related to her parents. Let students complete the checklist alone or in pairs.

Practice Read the directions. Have students complete the practice as independently as possible. Discuss the inferences they made and ask them to explain their responses.

Extending the skill: Return to a previous story students have read, such as "Family Is Family" in Lesson 1 or "Saying Good-bye" in Lesson 4. Read the story with students, stopping at points where inferences about characters, motivation, or events might be made. Ask students what inferences they can make at these points. Also discuss when inferences may *not* be made because of lack of information. For example, in "Family Is Family," you cannot infer that Marla is divorced, only that she lives alone with her son.

Write About It: Conduct and Write an Interview Read and discuss the introduction.

A. Help students prepare their questions. A good *what* question for any new beginning is: "What did you do?" A good *why* question might be: "Why did you do it?" Have students write their questions on a separate piece of paper, leaving space between questions to take notes on the answers.

B. Help students write a good first sentence. For example, "[Partner's name] made a new beginning when he/she got a new job." Students can use their notes from the interview to finish the paragraph.

Word Work: Prefixes and Roots The activities on this page are challenging. Allow plenty of time to introduce and practice this recognition strategy.

Read and discuss the three explanatory paragraphs with students. Explain that recognizing prefixes and roots can help them identify unfamiliar words. Experienced readers see if they can break unfamiliar words into parts—roots and prefixes—to figure out their meanings.

Read the prefix chart. Be sure students understand what each column contains and how to read across the rows. Ask students for other examples of words that begin with the prefixes *un-*, *re-*, and *anti-*. List their responses on the board.

A–B. Read the directions and help students with the exercises. When they are finished, discuss what each word means. Ask if any of the words were unfamiliar. Remind students to add words they want to learn to their personal dictionaries.

Word Work extension: When students understand the concept of prefixes, begin using PCMs 8 and 9. Read the first few prefixes on PCM 8, their meanings, and example words. Point out that *dis-* and *in-* have more than one spelling, depending on the root that follows. When students are ready, help them select roots from PCM 9 to form another word with each prefix. Have them write this example. Point out that many roots are not whole words in English. Continue working with prefixes and roots in this manner in subsequent lessons.

More Practice: *Voyager 2 Workbook* p. 27

Have students fill out copies of PCM 13.

Writing Skills Mini-Lesson: Writing Sentences (p. 88)

1. Read the first rule and the examples. Explain that the first thought is not complete because it leaves questions unanswered. For example, it doesn't tell who is doing what to prepare for a career.
2. Read the second rule and examples. Point out that without both a subject and a verb, a sentence is not complete. Have students name the subject and verb in each sentence. Ask them to suggest other sentences. Write these on the board and help students identify the subject and verb in each.
3. Read rule 3 and the examples. Write other sentences on the board and ask students to correct capitalization and punctuation.

Practice When students feel comfortable with these rules, have them do the rewriting exercise on separate paper. Then ask volunteers to read their sentences aloud. Discuss the different ways each fragment can be made a complete sentence. You can also use PCM 11, activity 1 or 2, to reinforce writing complete sentences. Have students date their writing and put it in their working folders.

More Practice: *Voyager 2 Workbook* p. 29

Unit 3 Review (pp. 89–90)

Follow the process described in Unit 1. As students edit their writing, have them check that they added endings, capitalized words, and wrote complete sentences correctly. Have students date their writing and put it in their working folders.

Extending the theme: Use PCM 11, activity 6. Have students think about an important decision they have made and write about it, answering the questions on the PCM. Have students date their writing and put it in their working folders.

More Practice: *Voyager 2 Workbook* p. 31

▶ ***Final Note:*** Review with students the copies of PCM 13 that they have placed in their working folders. Ask what additional help they think they need with the material from the three lessons and the Writing Skills Mini-Lesson in Unit 3. Discuss possible ways of meeting those needs.

▶ Unit 4: Celebrate Differences

Part of Unit	Voyager 2 pages	TRG pages	Workbook pages
Overview	91	37	
Lesson 10	92 – 99	37 – 38	34 – 35
Lesson 11	100 – 107	38 – 39	36 – 37
Lesson 12	108 – 113	39 – 40	38
Writing Skills Mini-Lesson	114	40 – 41	39 – 40
Unit 4 Review	115 – 116	41	41 – 43

Student Objectives

Reading

- Read a story, a biography, a poem, and a song.
- Practice the strategies of using prior experience and prior knowledge.
- Understand plot and character; make inferences; and identify rhyme, rhythm, and repetition.

Writing

- Write a description, an autobiography, and a poem.

Speaking and Listening

- Retell, discuss, and read aloud.

Word Attack and Mechanics

- Understand prefixes, roots, and suffixes.
- Combine simple sentences to form compound sentences.

▶ Unit 4 PCMs

PCM 3: Plot Map
PCM 5: Character Web
PCM 9: Common Roots
PCM 10: Common Suffixes
PCM 11: Writing Starters
PCM 12: Map of the United States
PCM 13: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they want to learn to their dictionaries and spelling lists during each lesson in Unit 4 (see p. 21).

Unit 4 Overview (p. 91)

The overview introduces the theme "Celebrate Differences." Discuss the collage of pictures. Tell students they represent the three readings in Unit 4. Have volunteers read the overview. Ask students to think about the many different cultures in the United States. Discuss the questions in the second paragraph and record students' answers on the board.

Be an Active Reader See Unit 1 notes.

Lesson 10 (pp. 92–99)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the background information about three different cultural celebrations. If necessary, help students with three words in the introduction—*kinara, karamu,* and *menorah.* List on the board the holidays students mention in response to the last paragraph.

Use the Strategy Tell students that they will use their personal experience to better understand the reading in this lesson. Explain that recalling celebrations that are part of their cultural heritage will help them get the most out of the story.

"Neighborly Celebrations" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins to apply the strategy of using prior experience. As they read, they should ask themselves, "How does this celebration compare with my own?"

After You Read See Lesson 1 notes.

Talk About It Encourage students to draw on their own experiences and knowledge during the discussion. Ask, *"How were the celebrations like ones your families have? How were they different?"*

Extending the reading: Make a chart on the board listing the similarities and differences students found among the three holidays described in the story. Have students copy the chart.

Think About It: Understand Plot and Character Read the introduction and discuss the three elements of the plot diagram—rising action (introduces the characters and the problem); climax (event that solves the problem); and falling action (events that draw the story to a close).

Read and discuss the information about character.

Practice Have students do the plot and character exercises as independently as possible. Then have them form pairs and retell the story (question 7).

Extending the skill: Find a short story that has a well-defined plot. Have students read the story and complete the plot map on PCM 3 to record the rising action, the climax, and the falling action. Have students complete a character web for Wanda Mays, using PCM 5.

Write About It: Write a Description Read the introduction.

A. Have students use the idea map to help them generate ideas about how they celebrate their favorite holiday.

B. Have students write descriptions of their favorite holiday using their idea maps. Remind them to use complete sentences.

Word Work: Suffixes *-ful, -less, -able, -or* Review the definitions of prefix and root. Read the first two paragraphs aloud. Explain the reading tip in the second paragraph. Demonstrate with *careful.*

Read the introduction to the chart and then each row of the chart. Ask students to give additional examples of words with the suffixes *-ful, -less, -able,* and *-or.* List their examples on the board.

A–B. Read the directions and have students do the exercises as independently as possible. Then have students tell the meaning of each word with the suffix added. Ask volunteers to use the words in sentences.

Word Work extension: Use PCM 10. Read the first few suffixes, their meanings, and examples. Provide a second example for each suffix. Ask students to write another example for each suffix by matching each suffix to a root from PCM 9. If students suggest a word that requires a spelling change to the root, point this out. Continue working with suffixes and roots in this manner in subsequent lessons.

More Practice: *Voyager 2 Workbook* p. 34

Have students fill out copies of PCM 13.

Lesson 11 (pp. 100–107)

Learning Goals Discuss the learning goals.

Before You Read Read the introductory paragraph. Remind students that a biography is a true account of a person's life.

A–B. Have students complete these exercises independently and discuss their answers with a partner or small group.

Have students locate Hawaii and the Pacific Ocean on PCM 12. Then have them locate Hawaii, Japan, and the United States on a globe or world map so students can see the relative distances between them.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will apply the strategy of using their knowledge to better understand the reading in this lesson. Ask students to recall what they know about biographies. Then, as they read, they should look for the kind of information they expect to find.

"Celebrate an American Life" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins to apply the strategy of using prior knowledge. Point out that the biography is written in time sequence. It begins with Daniel Inouye's birthday and progresses through the stages of his life.

After You Read See Lesson 1 notes.

Talk About It To extend the discussion, ask, *"Have you or someone you know ever been discriminated against because of race, culture, religion, sex, or* *other reason? What happened? How did you feel about it?"*

Extending the reading

1. Use PCM 11. Have students complete activity 2, writing about "Celebrate an American Life." They should refer to the reading to write their sentences. Have students date their writing and put it in their working folders.
2. Using PCM 5, ask students to complete a character web of a famous person from a different ethnic or cultural background. It may be an entertainer, an educator, a politician, an athlete, or someone in another field. If students need help getting started, ask *"Is the person male or female? Is the person alive today? What is the person famous for? What is the person's race? What has the person accomplished? What do you admire about this person?"*

Think About It: Make Inferences Discuss with students how readers need to fill in missing details by making inferences.

Read the first paragraph. Allow time for students to read the cartoon. Ask what they can infer about different cultural groups by reading the cartoon. Discuss their responses to the question near the bottom of the page. Read the paragraph that follows it aloud. Ask if students agree.

Practice Have students do the exercise independently. Discuss their answers.

Extending the skill: Find other comic strips or cartoons that require readers to make inferences. Help students read them and discover the inferences.

Talk About It To illustrate the discussion, invite students to bring to class examples of items or customs that their cultural group has contributed to the American way of life. Bring your own examples, too.

Write About It: Write Your Autobiography Read the introduction.

A. Have students answer the questions and add other information if they wish. They may want to list some of the important events in their life—getting a driver's license, marriage, births of children, and so on.

B. Have students complete the sentence starters and add other information if they wish. Remind them to write in complete sentences. Invite students to share their autobiographies with a partner or small group.

Word Work: The Suffix *-ion* Review the definitions of *prefix, root,* and *suffix.* Read the introductory paragraphs and the examples aloud.

Point out that when *-ion* is added to a root that ends in the letters *t* or *s,* the syllables *-tion* and *-sion* are formed. Both of these syllables are pronounced "shun." Point out that when they come to an unfamiliar word that ends in *-tion* or *-sion,* they should pronounce the ending "shun." (If students are confused by the difference between *-ion* and *-tion/-sion,* explain that a suffix is a division of meaning based on how words are formed. A syllable, on the other hand, is a division of sound or pronunciation based on one vowel sound per syllable.) Discuss the examples and ask students to suggest other examples. List them on the board.

Discuss how adding *-ion* usually changes the way a word is used. Discuss the examples and ask students to suggest others.

A–C. Read the directions with students and have them do the exercises independently. For A, be sure they know that they sometimes have to drop the final *e* before adding the suffix. For B, remind them that they may have to add a final *e* to the root after splitting the word.

Word Work extension: Use PCM 9. Ask students to add the suffix *-ion* to as many roots as they can. Point out that sometimes extra letters are added before *-ion,* as in *transportation.* List their words on the board.

More Practice: *Voyager 2 Workbook* p. 36

Have students fill out copies of PCM 13.

Lesson 12 (pp. 108–113)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the background material on the two poems. Ask if anyone has walked down a Manhattan sidewalk or has seen the movie or stage version of *South Pacific.*

Using PCM 12, show students the location of New York City on the map. Explain that Manhattan is in the center of the city. Then, on a world map or globe, locate some of the island groups in the South Pacific Ocean.

Ask students to share and discuss their examples of people acting with respect or from prejudice.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will use their prior knowledge to better understand the two poems in this lesson. Students should recall what they know about the elements of rhyme, rhythm, and repetition in poetry and listen for these elements as they read each poem.

"Manhattan" and "You've Got to Be Carefully Taught" Discuss the picture. Read "Manhattan" aloud. Then do a paired reading with students. Accentuate the rhythm as you read:

_ / _ _ _ / _ _ _ / _ _ _ /
There's A - sia on the A - ven - ue and Eur - ope on the street.

Discuss the check-in at the end of the poem.

Next read "You've Got to Be Carefully Taught" aloud, followed by a paired reading. Again, accentuate the rhythm. Finally, have students read the poem aloud individually or in small groups. Discuss the check-in. Explain that even though the poems are quite short, they both have a powerful message.

After You Read See Lesson 1 notes.

Talk About It To extend the discussion, ask how the pattern of passing prejudice from one generation to the next might be broken.

Extending the reading: Play a recording of the song "You've Got to Be Carefully Taught" for the class. Have students compare and contrast the experiences of reading the song and hearing it. If possible, have students watch the movie *South Pacific* on videotape.

Think About It: Identify Rhyme, Rhythm, and Repetition Read the first paragraph, which reviews three elements of poetry—rhyme, rhythm, and repetition. Ask students to give examples of each element.

Practice With the exception of number 3, have students complete the activities as independently as possible. For number 3, have the class read "Manhattan" and "You've Got to Be Carefully Taught" aloud and clap the rhythm of each poem together.

Extending the skill: Have students analyze a favorite song, identifying the elements of rhyme, rhythm, and repetition.

Write About It: Write a Poem Read and discuss the introduction.

A. Suggest that students think of a person they know of another race, religion, or culture. Then have students list their similarities and differences.

B. Have students add their ideas to create the poem "We Are Two People." Remind them to use their prewriting notes. Tell students that, if they prefer, they can write their own poems without using the frame provided. Ask volunteers to share their poems.

More Practice: *Voyager 2 Workbook* p. 38

Have students fill out copies of PCM 13.

Writing Skills Mini-Lesson: Compound Sentences (p. 114)

Read the introduction. Explain the difference between a simple sentence and a compound sentence (two simple sentences joined by *and* or *but*).

1. Explain the first rule. Read the example and suggest other examples such as *"We come to class, and we study hard."* Help students identify the subject and verb in each part of the sentence.

2. Read and discuss the second rule. Read the examples, and give others, such as *"Kim is tall, but I am short"* or *"We go to the same school, and we live in the same neighborhood."*

Practice When students feel comfortable with these rules, have them do the rewriting exercise independently on a separate piece of paper. Have them check their work with a partner or small group, date it, and put it in their working folders.

More Practice: *Voyager 2 Workbook* p. 39

Unit 4 Review (pp. 115–116)

Follow the process described in Unit 1. As students edit their writing, have them check that they have followed all the rules in the Writing Skills section of the Reference Handbook, page 126 of *Voyager 2*. Have students date their writing and put it in their working folders.

Extending the theme: To extend the theme "Celebrate Differences," ask students to imagine they are on a committee that is trying to bring people of various cultures together in the community. Have them discuss ways that people from different cultures could get to know each other better. One suggestion might be a cultural awareness day that includes dance, food, and music from each country.

More Practice: *Voyager 2 Workbook* p. 41

▶ ***Final Note:*** Review with students the copies of PCM 13 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 4. Discuss possible ways of meeting those needs.

Skills Review (pp. 117–121)

When students have finished Unit 4, have them complete the Skills Review. Explain that this review will help them evaluate their reading and writing progress. Encourage them to evaluate their progress by checking their answers against those given on page 120. They can use the Evaluation Chart on page 121 to identify any skill areas they need to work on further. Meet with individual students to go over their results. Be sure that students complete the right side of the Student Interest Inventory on pages 6–7. Have them compare their answers to those they gave prior to beginning *Voyager 2* (see "Using the Skills Review," p. 14, and "Using the Student Interest Inventory," p. 13).

Alternative Assessment: Follow the instructions on PCM 14: Tips for Preparing a Progress Portfolio to help students evaluate the material in their working folders and assemble their Progress Portfolios. Then use PCM 15: Portfolio Conference Questionnaire to conduct an evaluation conference with each student.

Voyager 3 Teacher's Notes

Pre-Assessment

Before you begin Unit 1 with students, have them complete the Student Interest Inventory and the Skills Preview at the beginning of *Voyager 3* (see "Using the Student Interest Inventory" and "Using the Skills Preview," pp. 13–14).

In addition to *Voyager 3,* students will need
- folders in which to keep their work in progress and their finished work (see "Working Folders," p. 7)
- a spiral-bound or three-ring notebook to use as a personal dictionary (see "Personal Dictionaries," pp. 16–17)
- a spiral-bound or three-ring notebook to use as a personal spelling list (see p. 20)

▶ Unit 1: Great Expectations

Part of Unit	Voyager 3 pages	TRG pages	Workbook pages
Overview	11	43	
Lesson 1	12 - 17	43 - 44	4
Lesson 2	18 - 25	44 - 45	5 - 6
Lesson 3	26 - 33	45 - 47	7 - 8
Writing Skills Mini-Lesson	34	47	9 - 10
Unit 1 Review	35 - 36	47	11 - 13

Student Objectives

Reading
- Read a song, a story, and a biography.
- Practice the strategies of using prior experience, predicting story features, and empathizing.
- Identify theme, understand plot, and find main idea and details.

Writing
- Write a song, a story, and a paragraph.

Speaking and Listening
- Read aloud, discuss, and interview.

Word Attack and Mechanics
- Use context clues to determine word meaning.
- Recognize compound words.
- Write compound sentences.

▶ Unit 1 PCMs

PCM 1: Cursive Handwriting
PCM 2: Cursive Handwriting Practice
PCM 3: Plot Map
PCM 4: Main Idea and Details Organizer
PCM 7: Using a Dictionary
PCM 11: Writing Starters
PCM 12: Map of the United States
PCM 13: Student Progress Tracking Sheet

▶ Cursive Writing PCMs For students who need to learn cursive writing, introduce it using PCM 1. Suggest that they work on four or five letters per lesson, first tracing over the guidelines on the PCM, then writing each letter on a copy of PCM 2B at least 10 times. Students who only need a review can use PCM 1 to practice letters they need to work on and then use PCM 2A and B to practice anything they want to write in cursive. Model the words and sentences they choose to learn on PCM 2B for them.

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 1 (see above).

Unit 1 Overview (p. 11)

The overview introduces the theme "Great Expectations." Discuss the collage of pictures. Tell students that each of the selections in the unit is represented in the collage. Read the overview aloud, and then conduct a paired reading (see "Working with Adult Emerging Readers," pp. 16–18). Discuss students' responses to the questions in the first paragraph.

Be an Active Reader Explain that as they read, "active" readers think about the information they are reading and try to figure out words or ideas they don't understand. Encourage students to mark things they don't understand with a question mark and to underline unknown words. After they have finished an entire selection, they can reread the marked sections to see if they now make sense.

Lesson 1 (pp. 12–17)

Learning Goals Read the learning goals aloud. Explain that Lesson 1 will focus on these goals.

Before You Read Read and discuss the first paragraph. Read the directions for the activity. Ask students to think about workers, homeless people, and children and to consider what would make their lives better. The group might brainstorm to generate ideas. Have students write their own answers.

Key Words The underlined words are important to the meaning of the reading. Have students read the sentences and try to figure out the meaning of each key word using context clues. Write the key words on the board. Ask students to read them aloud and to write words they want to learn in their personal dictionaries.

Use the Strategy Read the text aloud and discuss it. Encourage students to practice the strategy of using their personal experience to better understand the reading. Explain that active readers add their own experience to the information that they are reading to increase understanding. The check-ins within the reading selection also remind students to apply the strategy as they read.

"It Could Be a Wonderful World" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Encourage students to mark the text as explained in "Be an Active Reader" on page 11. Be sure students use the check-ins to help them apply the strategy of using their experience. Discuss how the song is similar to a poem (it has groups of lines called stanzas, and rhyme and rhythm patterns). Point out that the repeated stanza is called the "chorus" or "refrain." Ask if students know any refrains from other songs.

After You Read

A–B. Have students reread sections they marked and look back at words they underlined. Discuss any they still don't understand. Remind them to add words they want to learn to their personal dictionaries.

C. Have students work as independently as possible. Encourage them to look back at the reading to review details or to confirm their answers when necessary. Discuss their responses.

Talk About It Students should be able to explain why they consider the problem they chose to be more important than the others. Have students brainstorm to generate many possible solutions. Encourage students to write their responses, date their writing, and place it in their working folders.

Extending the reading: Find another song or a poem with the theme "Great Expectations." One option might be "The New Colossus" by Emma Lazarus, which is inscribed on the Statue of Liberty, specifically the section that begins "Give me your tired, your poor." Have students practice reading it in pairs to work on fluency and rhythm.

Think About It: Find the Theme Ask students to read the first two paragraphs about theme. Discuss how a theme is the author's central message. Point out that the topics listed are broad, general concepts that concern many people. Themes are specific opinions or statements related to such topics.

Read the two questions that lead to discovering the theme of a piece of writing.

Read question 1 of the matching exercise. Ask students to explain why *c* is the best choice. Have students match the remaining themes and topics. Discuss their answers. Also discuss using the process of elimination in this type of exercise. Tell students to first match themes and topics they are sure of and then make the remaining matches.

Practice Students should complete the activity independently. Remind them that the topic is usually a word or short phrase. If necessary, help them identify the topic by looking for words repeated in the paragraph or a topic sentence.

Extending the skill: Have students work in pairs to find the theme of the poem or song you introduced in "Extending the reading." Ask students to explain how they identified the topic and the theme. Discuss their strategies.

Write About It: Write a Song Read the first two paragraphs and the song with students. Ask them to name the rhyming words. Then have them reread the poem while clapping to the beat.

A. Tell students they are brainstorming and should not worry about rhyme or rhythm at this point. Every idea should be accepted and recorded.

B. Encourage students to read the lines aloud, trying different words and listening to the rhythm and rhyme. Students should each write a complete song in their books whether they created it on their own or with a group (see "Working with Adult Emerging Writers," pp.18–20).

More Practice: *Voyager 3 Workbook* p. 4 The workbook exercises are designed to be done independently and should not require teacher input.

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 2 (pp. 18–25)

Learning Goals Read the learning goals aloud. Explain that Lesson 2 will focus on these goals.

Before You Read Read the first paragraph and the directions. Explain that students should check all of the features they think they will find in the story.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will use the strategy of predicting story features to better understand the reading. Explain that predicting keeps a reader actively involved. If we look for features we expect to find in the story, we will recognize them as we read and understand the story better.

"The New Boss" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. If students are unfamiliar with factory environments, they may need background information on assembly lines and production goals. Be sure students use the check-ins as reminders to apply the strategy of predicting features.

After You Read See Lesson 1 notes.

Talk About It Ask students to back up their opinions with details from the story. They should cite specific actions by Kim and the workers that might predict her success or failure.

Extending the reading

1. Refer back to the features listed in "Before You Read" on page 18. Ask if students think the story included "facts about the world." Students might mention that some male workers feel resentment toward female supervisors. Ask students if they can tell what the writer thinks about the story. Explain that writers usually don't state their opinions directly, but the way they tell a story often gives clues about their beliefs. Have students discuss how they think this author feels about equality between men and women on the job. Then ask students what they think about the issue.
2. Ask students to think about their own job goals and expectations. Help them list their goals, putting the most important one first.

Think About It: Understand the Plot Introduce plot by asking volunteers to tell the story line of a TV show or movie. Explain that story plots usually follow the same general pattern of rising action, climax, and falling action.

Read the explanation and the definitions. Then read and discuss the three parts of the plot of "The New Boss." Show how the plot map pictures the story. Point out that the rising action line is long because it takes up most of the story. The climax happens quickly, and the ending, or falling action, is usually short.

Practice Have students complete the practice independently and discuss their responses.

Extending the skill: Find a very short story with a well-defined plot, such as an anecdote or a fable. Provide copies so students can follow along as you read aloud. Have them use PCM 3 and work in pairs to complete plot maps. Have students date their plot maps and put them in their working folders.

Write About It: Write a Story Read and discuss the first paragraph and the list of experiences.

A. Tell students to write brief summaries of their experiences by answering the questions. The climax is listed first because it is often the most memorable part. Have students transfer their summaries to the plot maps. Since space is limited, you may have to show students how to write only the important words.

B. Help students construct stories based on their maps. Encourage them to add whatever details they remember. Have students date their writing and put it in their working folders.

Word Work: Using Context Clues to Figure Out Word Meaning Read the first paragraph. Explain that experienced readers use context clues more than any other strategy to identify unfamiliar words and figure out meanings. Using this strategy, when they encounter an unfamiliar word, they continue reading and try to figure out the meaning from the rest of the sentence or paragraph. They can look up the word later to confirm the guess.

Read and discuss the tips. Ask students how the context in each example gives clues to meaning.

Practice Read the directions for the exercise. As students choose their answers, have them identify the clue words and find a similar example in the tips.

Word Work extension: Use PCM 7 to introduce or review dictionary use. Explain that experienced readers check their guess about what a word is or means in the dictionary. If necessary, review and practice alphabetical order. Help students become familiar with the dictionary by doing some of the activities suggested on the PCM. Encourage dictionary use whenever appropriate.

More Practice: *Voyager 3 Workbook* p. 5

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 3 (pp. 26–33)

Learning Goals Read the learning goals aloud. Explain that Lesson 3 will focus on these goals.

Before You Read Read the first paragraph. Ask students what they already know about Shaquille O'Neal. Discuss the meaning of the phrase *measure up,* and ask students to predict what the story will be about based on the title.

Read the directions for the activity and allow students time to complete it. If necessary, help them write their answers.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will use the strategy of understanding how another person feels to better grasp the reading. Explain that to use this strategy, it helps to imagine themselves in a similar situation.

"Shaq Measures Up" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins as reminders to apply the strategy of empathizing. If students are unfamiliar with terms such as *NBA, draft,* and other basketball words, remind them to underline the words and try to use context clues to figure them out. Point out that we don't always need to understand every word in what we read in order to understand it. Discuss the meanings of unfamiliar terms after students finish reading.

After You Read See Lesson 1 notes.

Talk About It Extend the discussion by asking, *"How did Shaq's childhood prepare him to handle adult pressures? Do you think children who play organized sports are under too much pressure to perform?"* Ask students to explain their opinions.

Extending the reading

1. Ask students to form pairs or small groups and list the skills, personal qualities, and support from others that it took for Shaq to achieve his goals. Then ask students to think about their own academic or career goals, and make lists of specific skills, personal strengths, and resources they might need to accomplish them.
2. Use PCM 11, activity 2. Ask students to complete the sentences about "Shaq Measures Up." Have students date their writing and put it in their working folders.
3. Point out Louisiana, where Shaquille O'Neal went to college, on PCM 12. Have students find Florida, where he first played professional basketball. Ask if anyone knows where Orlando is (near the center of the state). (*Note:* Have students keep their copy of PCM 12 for future reference.)

Think About It: Find the Main Idea and Details Use an everyday example to introduce the concept. For instance, pick a story out of the newspaper and tell what it is about in general—the main idea. Then add the details. Explain why it is important to understand the main idea: if we remember Shaq's birthday but can't tell how he achieved success, we've missed the point.

Read and discuss the introduction and the example paragraph. Point out that sometimes the author states the main idea in the beginning, as in this paragraph, but this isn't always true.

Ask students to read the supporting details and answer the question. Discuss their answers.

Discuss how the graphic organizer illustrates the structure of a paragraph, with the main idea spanning all the details, and the details supporting the main idea.

Practice Students should complete the practice independently. Discuss their responses.

Extending the skill: Use PCM 4. Find an article with a clear main idea and details, such as a news article from *News for You,* the newspaper published by New Readers Press. Have students read the article and identify the main idea and details. Then have them fill them in on the organizer on the PCM. Have students date their work and put it in their working folders.

Write About It: Write a Paragraph Read the first paragraph. Review the definition and structure of a paragraph in "Think About It" on page 30.

A. Refer students to their answers in "Before You Read" on page 26 and ask them to think of other strategies they have used when under pressure. Have them make notes on the organizer.
B. Help students use their notes to write a paragraph with complete sentences. Have students date their writing and put it in their working folders.

Talk About It Help students write questions to use in their interviews. Tell them to leave space between the questions so they can take notes on the answers. Students can complete the graphic organizer on PCM 4 whether or not they decide to write a paragraph.

Word Work: Recognizing Words Read and briefly discuss the strategies for decoding longer words. Explain that this page introduces all the topics covered in "Word Work" pages in the book, but this lesson is specifically about compound words.

Read and discuss the reminder. Then read the definition of a compound word and the tip. Explain that the meaning of a compound word may often be found by combining the meanings of the two smaller words. Demonstrate using the examples.

Read the directions for the exercise. Help students if necessary. Ask them to find one word among the words in the exercise that doesn't have the same meaning as its component words *(understand).*

Word Work extension: For extra dictionary practice, have students find the five Practice words in their dictionary.

More Practice: *Voyager 3 Workbook* p. 7

Have students fill out copies of PCM 13 to include in their working folders.

Writing Skills Mini-Lesson: Compound Sentences (p. 34)

To successfully complete this mini-lesson, students must understand the concept of a complete sentence and be able to recognize subjects and verbs. Review these concepts if necessary.

Read the first paragraph. Point out that just as a compound word is made up of two words, a compound sentence is made up of two sentences. Each of the parts of a compound sentence could stand on its own as a complete thought.

1–3. Read the rules and examples. Write additional examples on the board, pointing out subjects, verbs, and connecting words. Be sure students understand how to use the different connecting words. Give examples using the wrong connecting word (*but* instead of *so,* for instance) and ask students to supply the correct word.

Practice writing compound sentences by having one student suggest the first complete thought, another to suggest a connecting word, and a third to provide the second complete thought.

Practice Have students do the exercise independently or in pairs and then share their sentences with the group. Check to make sure students place the comma before the connecting word. Have students date their sentences and put them in their working folders.

Extending the skill: Have students find some compound sentences in the story "Shaq Measures Up." Also have them create compound sentences by joining some of the simple sentences from the story.

More Practice: *Voyager 3 Workbook* p. 9

Unit 1 Review (pp. 35–36)

Explain that this review will help students evaluate what they have learned in Unit 1.

Reading Review Have students complete the questions independently. Discuss their responses.

Writing Process Read the opening paragraph and the list of drafts students wrote in Unit 1. Then turn to page 128 in *Voyager 3.* Read and discuss the five steps of the writing process. Explain that students have already completed steps 1 and 2 for the three pieces they wrote in Unit 1. Help students locate the drafts they want to work with further. Work with students as they revise, edit, and create a final draft.

To help students with the revising step, go over the specific point listed for that type of draft. When they get to the editing step, remind students to check that compound sentences are written and punctuated correctly. Have students date their final drafts and put them in their working folders.

Extending the theme: To extend the theme of "Great Expectations," use PCM 11. Reluctant writers might use one of the sentence starters in activity 1 to write about an expectation, hope, or goal they have. Students more comfortable with writing might try to write a paragraph in response to one of the statements in activity 3. Have students date their writing and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 11

▶ ***Final Note:*** Review with students the copies of PCM 13 that they have placed in their working folders. Ask what additional help they think they need with the material from the three lessons and the Writing Skills Mini-Lesson in Unit 1. Discuss possible ways of meeting those needs.

▶ Unit 2: Across Generations

Part of Unit	Voyager 3 pages	TRG pages	Workbook pages
Overview	37	48	
Lesson 4	38 - 43	48 - 49	14
Lesson 5	44 - 51	49 - 51	15 - 16
Lesson 6	52 - 59	51 - 52	17 - 18
Writing Skills Mini-Lesson	60	52	19 - 20
Unit 2 Review	61 - 62	52	21 - 23

Student Objectives

Reading

- Read a poem, a journal entry, and a story.
- Practice the strategies of using prior experience, predicting content, and empathizing.
- Find the theme, draw conclusions, and understand character.

Writing

- Write a poem, a journal entry, and a character description.

Speaking and Listening

- Read aloud, discuss, and retell.

Word Attack and Mechanics

- Recognize prefixes, roots, and suffixes.
- Write complex sentences.

▶ Unit 2 PCMs

PCM 1: Cursive Handwriting
PCM 2: Cursive Handwriting Practice
PCM 3: Plot Map
PCM 5: Character Web
PCM 6: Story Frame
PCM 7: Using a Dictionary
PCM 8: Common Prefixes
PCM 9: Common Roots
PCM 10: Common Suffixes
PCM 13: Student Progress Tracking Sheet

▶ Cursive Writing PCMs Use PCM 1 and 2B with students who are continuing to practice four or five letters per lesson. Use PCM 2A and B with students who need practice writing their names and sentences. Write practice words and sentences on the board as models.

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 2 (see p. 42).

Unit 2 Overview (p. 37)

The overview introduces the theme "Across Generations." Discuss the collage of pictures. Tell students the readings in the unit are all represented in the collage. Ask, *"How many generations are in your family? Do you have friends or neighbors in generations other than your own?"* Discuss students' responses. Read the overview together. Discuss the two questions in the last paragraph.

Be an Active Reader See Unit 1 notes.

Lesson 4 (pp. 38–43)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the first paragraph and the directions for the activity. Tell students that there are no right or wrong answers; they should mark what is true about their own families. If students don't have much information about earlier generations of their families, suggest that they use their general knowledge of the past.

Key Words See Lesson 1 notes.

Use the Strategy Read the text aloud. Tell students that, as they did in Lesson 1, they will draw on their personal experiences to help them understand the poem. Encourage them to apply the strategy by comparing the grandmothers in the poem with their own older relatives.

"Lineage" Read the poem aloud; then do a paired reading with students. Finally, let them read the poem aloud on their own, paying attention to repeated words and phrases, and to the rhythm, which is irregular.

After You Read See Lesson 1 notes.

Talk About It Students may base their discussion on information about their own grandparents or their knowledge of life in the past. List their responses on the board under the headings "Easier" and "Harder."

Extending the reading: Have students discuss the following questions in pairs or small groups: *"If the poet had been writing about grandfathers, how would the poem be different? What words would be different if you were describing grandfathers? What words would be the same?"* Have them brainstorm a list of words to describe grandfathers. Discuss the results.

Think About It: Find the Theme Read and discuss the first four paragraphs.

Read the sample paragraph and work through the process of identifying topic and theme. Discuss how you arrived at the answers: by looking for a topic sentence and noting repeated words and ideas.

Practice Have students read the paragraph and the poem and answer the questions independently. If necessary, provide help or allow students to work in pairs. Assure them that the wording of answers may vary.

Extending the skill: Find a short story with an intergenerational theme. Read it or have volunteers take turns reading it. Have students identify the general topic and discuss the theme.

Write About It: Write a Poem Read the first paragraph.

A. Read the directions and give examples of names and memories from your own family. If necessary, help students write their ideas on the lines.

B. If students have trouble, suggest that they use "Lineage" or "Single Father" (p. 42) as a model. Some students may find it easier to focus on one family member.

It is important that students read their poems aloud to hear the sounds of the words and the rhythm of the lines. However, some students may not want others to hear their poems. Provide a private area for students who wish to read quietly. Have students date their writing and put it in their working folders.

Writing extension: Students might enjoy working on a group poem entitled "Family," for which each member of the group contributes one line.

More Practice: *Voyager 3 Workbook* p. 14

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 5 (pp. 44–51)

Learning Goals Discuss the learning goals.

Before You Read Read the introduction and directions, and ask students to complete the activity on their own. Discuss their answers.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will use the strategy of predicting to help them understand the reading in this lesson. Remind students that making predictions keeps them involved in their reading and makes them want to read on to see if they have predicted correctly.

"A Mother's Gift" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins as reminders to apply the strategy of predicting. Point out that the dates show the different days on which Tina wrote in her journal.

After You Read See Lesson 1 notes.

Talk About It Students should explain not only what the statement means, but what it implies about our actions. Ask, *"If children are the future, what should we—parents, teachers, and society as a whole—do differently or better?"* Ask students to be specific. List their responses.

Extending the reading: Discuss the information and feelings Tina chose to record for her child. Then ask students to think about what they would like the next generation of their family to know about them. Ask each one to write one or two things to share with their children. Students who don't plan to have children could choose to share their ideas with younger family members. Students may share their writing or keep it private.

Think About It: Draw Conclusions Ask students what it means to draw a conclusion. Tell them that when we draw a conclusion, we come to a decision about something, using information that we haven't been told directly.

Read and discuss the explanation and the example. Point out that it can be risky to draw conclusions based on incomplete information. Ask, *"What if we did not know the couple wore wedding rings? Would it be safe to conclude they are a family with married parents?"*

Work through the guided practice with students. Have them write their own conclusion on the line. Ask them to support it with information from the list.

Practice Have students complete the exercise as independently as possible. For "yes" answers, help them write explanations of their conclusions. Discuss their answers. Students should also be able to explain their thinking if they answer "no."

Extending the skill: Have students turn back to the story "The New Boss" in Lesson 2 and reread the last paragraph. Ask students to draw conclusions about the workers' reactions. Say, *"How does Todd feel now? Do the other workers support him or Kim? What evidence do you have to support your conclusions?"*

Write About It: Write a Journal Entry Read and discuss the first paragraph.

A. Explain that because a journal is not usually meant for others to read, the writer doesn't usually prewrite a journal entry. Instead, the writer usually thinks of a topic and writes thoughts as they come to mind. Invite students to think of a topic and jot it down.

B. Suggest that students use Tina's entries as a model.

Word Work: Prefixes and Roots The activities on this page are challenging. Allow plenty of time to introduce and practice this word recognition strategy.

Read the introduction and explain that identifying prefixes and roots is another strategy for recognizing unfamiliar words. Experienced readers break longer words into parts to read and figure out their meaning.

Read and discuss the chart. Be sure students understand what each column contains and how to read across the rows. Give additional examples of words that use the prefixes, such as *antipoverty, misplace, prepaid, transplant.* Ask students to suggest others and list them.

Read the tip aloud. Demonstrate with one of the words in the chart. Point out that not all long words are made up of prefixes and roots, but many are. Also note that many roots are not whole words.

Practice

A. Read the directions and have students complete the exercise. Discuss the meanings of the words. Tell students that prefixes and roots may give a clue to meaning, but may not always provide an exact definition. Model using the dictionary to confirm definitions. Tell students that they can use their knowledge of prefixes and roots along with phonics and context clues to recognize words and figure out their meanings.

B. Have students work alone or in pairs to complete this activity. They should come up with at least one word for each prefix and root. Encourage them to use the dictionary. List all the words students generate on the board. Students should add words they didn't think of to their own lists. Have them date their work and put it in their working folders.

Word Work extension

1. When students understand the concept of prefixes, begin using PCMs 8 and 9. Read the first

prefix on PCM 8, its meaning, and the example. Then form another word by matching the prefix to a root on PCM 9. Ask students to match another root with the prefix. List their words on the board. Repeat with two or three more prefixes. Continue working with prefixes and roots this way in subsequent lessons. Have students date their work and put it in their working folders.

2. Continue to familiarize students with dictionary use by having them use the words in exercise A to do activities on PCM 7.

More Practice: *Voyager 3 Workbook* p. 15

Have students fill out copies of PCM 13 to include in their working folders.

Lesson 6 (pp. 52–59)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the first paragraph. Explain that thinking about the father-son relationship will prepare students to better understand the characters' feelings.

Have students complete the activity and discuss their responses.

Key Words See Lesson 1 notes.

Use the Strategy Review the strategy of understanding how another person feels that was introduced in Lesson 3.

"Suspect" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins as reminders to apply the strategy of empathizing. Remind students that in a story, a new paragraph begins each time a different character begins to speak and quotation marks enclose the words a character speaks.

After You Read See Lesson 1 notes.

Talk About It If students need help retelling the story, suggest they first list key events in sequence or draw a plot map using PCM 3. Ask them to explain why they think Jack did or did not handle the situation well.

Extending the reading: Review the skill of drawing conclusions introduced in Lesson 5. Discuss these questions: *"Do we know enough to draw conclusions about Brian's guilt or innocence? What explanations might account for Brian's presence at the crime scene?"* Have students offer different endings for the story.

Think About It: Understand Character Read the first paragraph. Have students complete the checklist.

Read and discuss the information about Jack. Remind students that all this information is in the story. Explain that details we read about characters can help us draw conclusions about them. Read and discuss the guided practice question.

Practice Have students complete the exercise independently and discuss their answers. Remind them to look for context clues to define the phrase "out of character" in the first question.

Extending the skill

1. Use PCM 5. Demonstrate how to make a character web by completing one about Jack Tanner. Then ask students to make a character web about Brian Tanner, using information from the story and the description in Practice on page 57. Have students date their work and put it in their working folders.
2. Use PCM 6 to help students summarize the main story elements of "Suspect." Students may refer to the story to complete the story frame. Have students date their work and put it in their working folders.

Write About It: Describe a Character Read the first paragraph.

A. Explain that both possible descriptions of Susan Tanner include the kind of information we learned about Jack Tanner. Students should choose one of the descriptions and try to imagine Susan. Then they can add one or two other details that are "in character" for Susan.

B. Tell students to begin by writing complete sentences using the descriptions they chose in Part A. They should include sentences about the details they have added. Have students date their writing and put it in their working folders.

Talk About It Tell students to use what they learned about Brian in the description on page 57 in making their predictions. Their predictions about whether Susan would be supportive will depend on which description of her they chose to write about.

Word Work: Prefixes, Roots, and Suffixes Review what students learned about prefixes and roots in Lesson 5. Then read and discuss the first two paragraphs and examples.

Explain that figuring out unfamiliar words can be easier if you can recognize word parts. Point out that some long words have one or more prefixes, a root, and one or more suffixes; some words have just a prefix or a suffix and the root; some long words aren't made up of these word parts at all. Read the tip and demonstrate it using *predictable.* Help students read the chart.

Practice

A. Read the directions and work through the first two words as examples. Have students do the rest independently.

B. Read the directions. Students may work independently or in pairs. Remind them that they may need to add, change, or delete letters to form some words. Use *expectation* as an example. Point out that the *s* is dropped from the root *spect* and *at* is added before the suffix *ion.* Encourage students to use the dictionary. Create a master list of all the actual words students generate. Have students date their work and put it in their working folders.

Word Work extension: If students understand the concepts of prefixes, roots, and suffixes, continue using PCMs 8 and 9 and begin using PCM 10. Follow the process described in Lesson 5, pages 50–51. Have students use the dictionary to confirm the spelling of the words they form.

More Practice: *Voyager 3 Workbook* p. 17

Have students fill out copies of PCM 13 to include in their working folders.

Writing Skills Mini-Lesson: Complex Sentences (p. 60)

Review the concepts of complete sentences, subjects, and verbs. Introduce the term *clause.*

Read and discuss the first paragraph and the example.

1–2. Read and discuss the definitions of independent and dependent clauses and the examples. Give additional examples and ask students for other examples.

3. Read and discuss the rule about clauses having subjects and verbs.

Practice

On the board, write three or four dependent clauses like those in the exercise. Ask students to compose independent clauses to make them complex sentences. Have them identify the subjects and verbs in each clause. When students are comfortable with the format of the exercise, allow them to complete it independently. Have students date their work and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 19

Unit 2 Review (pp. 61–62)

Follow the process described in Unit 1. As students edit their writing, have them check that compound and complex sentences are written and punctuated correctly. Have students date their writing and put it in their working folders.

Extending the theme: To extend the theme "Across Generations," have students use PCM 5 to make a character web about a parent, grandparent, child, or grandchild. Encourage students to add pictures and write character descriptions or short biographies based on their webs.

More Practice: *Voyager 3 Workbook* p. 21

▶ ***Final Note:*** Review with students the copies of PCM 13 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 2. Discuss possible ways of meeting those needs.

▶ Unit 3: Voices for Justice

Part of Unit	Voyager 3 pages	TRG pages	Workbook pages
Overview	63	53	
Lesson 7	64 – 71	53 – 55	24 – 25
Lesson 8	72 – 79	55 – 56	26 – 27
Lesson 9	80 – 85	56 – 57	28
Writing Skills Mini-Lesson	86	57	29 – 30
Unit 3 Review	87 – 88	57	31 – 33

Student Objectives

Reading

- Read a story, a biography, and two speeches.
- Practice the strategies of predicting content, using prior knowledge, and empathizing.
- Identify setting, understand the main idea and details, and identify viewpoint.

Writing

- Describe a setting, write an interview, and write a paragraph expressing a viewpoint.

Speaking and Listening

- Retell, interview, and discuss.

Word Attack and Mechanics

- Divide words into syllables.
- Write complex sentences.

▶ Unit 3 PCMs

PCM 4: Main Idea and Details Organizer
PCM 5: Character Web
PCM 6: Story Frame
PCM 11: Writing Starters
PCM 12: Map of the United States
PCM 13: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 3 (see p. 42).

Unit 3 Overview (p. 63)

The overview introduces the theme "Voices for Justice." Discuss the collage of pictures and ask if students recognize Nelson Mandela or Chief Joseph. Ask, *"What do you think a person has to do to become a voice for justice?"* Discuss students' responses. Read the overview together. Discuss the questions in the last paragraph.

Be an Active Reader See Unit 1 notes.

Lesson 7 (pp. 64–71)

Learning Goals Discuss the learning goals.

Before You Read Read or have volunteers read the first two paragraphs. Have students discuss the questions in pairs or groups.

Read the directions for the activity and, if necessary, the checklist. Ask students to complete the checklist and discuss their predictions.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will use the strategy of prediction, which they practiced in Lessons 2 and 5. Read the paragraph together.

"A Safe Place" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins to help them apply the strategy of predicting.

After You Read See Lesson 1 notes.

Talk About It Point out to students that Jane lived with abuse for some time. Ask what made her able to withstand Mick's pleading this time. Have students list the factors that led to Jane's decision to stay at the shelter. Encourage them to deal with the complexity of this issue.

Extending the reading

1. Use PCM 11, activity 6. Ask students to think about Jane's decision and write about a decision they have had to make. Remind students to prewrite; if necessary, help them list and organize their ideas. Have students date their writing and put it in their working folders.
2. Use PCM 5. Have students make character webs for both Clara and Jane. Have them date their work and put it in their working folders.

Think About It: Identify Setting Read and discuss the first two paragraphs. Students can look back at the story to complete the sentences if they wish. Read the paragraph that gives the answers, and ask students to share any additional details that they imagined.

Discuss the next two paragraphs. Ask students to imagine details about the five settings listed. Have them list words and phrases that describe the feelings each setting might evoke. Have them compare their lists with a partner or small group.

Practice Have students complete the exercise independently.

Extending the skill: Have students use PCM 6 to summarize the setting, characters, and plot of "A Safe Place." Have students date their work and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 24

Write About It: Describe a Setting Read the introduction.

A. If necessary, help students fill in details about the setting they chose.
B. Have students use their prewriting ideas to complete the paragraph. They should add as many details as they can think of to help the reader picture and feel the setting. Have students share their work with a partner. Then have them date their writing and put it in their working folders.

Writing extension: Ask students to imagine a story titled "The Hiding Place." Have students work in pairs to rewrite the first three paragraphs of "A Safe Place" as the start of this story: Clara, Jane's friend, lives alone. Clara lets Jane hide in her house, and both women are afraid. Help students replace the words that describe "A Safe Place" with ones that describe a fearful setting.

Word Work: Dividing Words into Syllables Read and discuss the first paragraph. Explain that dividing an unfamiliar word into syllables is another way to make it easier to read.

Read and discuss the tips and examples. Remind students that a final *e* after a consonant is usually silent. Therefore, the final *e* on *cooperate* does not indicate another syllable. Teach or review vowel pairs and vowel-consonant clusters as necessary.

Students may ask about the difference between syllables and the word parts they studied in Unit 2. Explain that prefixes, roots, and suffixes are divisions of meaning, while syllables are divisions of sound. Using syllables, words are divided by the way they are pronounced, with one vowel sound per syllable. Point out that the pronunciation guides in dictionaries divide words by syllables.

Practice Read the directions for the exercise. For known words, suggest that students count syllables by tapping to the "beat" of the word. Then they can divide the words, using the tips. For unfamiliar words, help students apply the tips to divide the words. Have them read each word one syllable at a time. Then have them pronounce the word normally.

Have students check and discuss their answers. Ask them to mark any words they do not recognize and look the words up in a dictionary. They should read the pronunciation guide and definitions and use the words in sentences. Encourage students to write words they want to learn in their personal dictionaries.

Point out that dividing words into syllables is often a difficult strategy to apply because it is not always clear where to divide an unfamiliar word. For example, the words *cartoon* and *cooperate* both include the *oo* spelling. Tell students that they should try dividing an unfamiliar word both ways, sound it out, and listen for a familiar word. Remind them that when reading they can use context clues, along with strategies like syllabication, to identify words and figure out meanings.

More Practice: *Voyager 3 Workbook* p. 24

Have students fill out copies of PCM 13.

Lesson 8 (pp. 72–79)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the introductory paragraph. Locate South Africa on a globe or world map.

Explain that the activities will help students recall what they already know about Nelson Mandela and South Africa. Read the directions for each activity and, if necessary, the facts in the checklist. Students should complete the activities independently.

Key Words See Lesson 1 notes.

Use the Strategy Tell students that they will apply the strategy of using what they know to better understand the reading. As we read, we recall what we have learned in school, from our own experience, from watching TV, and from talking to others. Explain that the more background knowledge they have about the topic, the better they will understand the reading.

"Voice of a People" Discuss the pictures. Preview the reading by asking students to read the subheads and captions before they read the whole piece. Explain that subheads provide a preview of the reading. Also remind students to pay attention to the subheads as they read. Subheads break up a long piece into sections. They show how the information is organized, and they help us predict. Be sure students use the check-ins to help them apply the strategy of using their knowledge.

After You Read See Lesson 1 notes.

Talk About It Students should understand that this saying referred to Nelson Mandela's government when it was very new. Ask them to draw comparisons between a newborn child and a new government. Challenge students to think of other things a new government might be compared to, such as a machine that needs to be oiled and "broken in" or a new marriage.

Extending the reading: Check news magazines and newspapers, including *News for You,* the newspaper published by New Readers Press, for articles about South Africa or Nelson Mandela. Provide copies and read the article aloud as students follow along. Discuss the article, and ask students to identify what they already knew and what they learned from "Voice of a People."

Think About It: Understand the Main Idea and Details Read the first paragraph. Review the definition of main idea and supporting details introduced in Lesson 3. Show how the chart illustrates the relationship between the main idea and major details (subheads).

Practice Read the directions. Help students see the relationship between the main idea and the major details (subheads) of the article. Make sure they understand that the subheads are in turn the main ideas of the sections. Then have students fill in the blanks independently. They may look back at the story to check details.

Extending the skill: Use PCM 4 and the article about South Africa you chose for "Extending the reading." Have students complete the organizer. If the article is complex, divide it into sections and assign pairs of students one section each.

Write About It: Write an Interview Read and discuss the first paragraph.

A. If necessary, help students read the questions. Demonstrate how to take notes on answers.

B. Students can use the paragraph frame as a guide. Encourage them to add other information as well. Have students work as independently as possible, providing help if needed. Have students date their writing and put it in their working folders.

Writing extension: Use PCM 11, activity 7. Ask students to think about how Nelson Mandela's beliefs guided his actions. Then have them write about a time when they acted on one of their own beliefs. Help them with prewriting as necessary.

Have students date their writing and put it in their working folders.

Word Work: More Dividing Words into Syllables Follow the process described in Lesson 7. Teach or review consonant blends and digraphs. Have students read the words in Tip 3 aloud with you, focusing on the pronunciation of the final syllable.

Review the three tips from Lesson 7. Then post all six tips and their examples for reference.

Practice Follow the suggestions in Lesson 7. Have students work through the first column in pairs. Discuss answers and the meanings of unknown words.

More Practice: *Voyager 3 Workbook* p. 26

Have students fill out copies of PCM 13.

Lesson 9 (pp. 80–85)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the first two paragraphs. Ask what students already know about the experiences of Native Americans in the 1800s.

Read the third paragraph and the statements aloud. Be sure students understand that the statements are opinions. They may agree or disagree with them. Let students answer independently. Tell them that the reading may support or make them rethink their opinions.

Key Words See Lesson 1 notes.

Use the Strategy Review the strategy of understanding how another person feels, practiced in Lessons 3 and 6.

"Let Me Be a Free Man" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Explain the use of brackets and ellipses in quoted material. Brackets look like squared-off parentheses. They indicate that an editor or writer has added material that wasn't in the original, usually to make the meaning clearer. Ellipsis marks are three spaced periods. They let the reader know that something from the original has been left out. Be sure students use the check-in to help them try to understand the chief's feelings.

To help students feel the power of this piece, read the speech aloud as you imagine Chief Joseph might have spoken it. You may also ask a volunteer to read it. Always allow students to read silently before asking them to read aloud.

After You Read See Lesson 1 notes.

Extension Have students use PCM 12 to find the Northwest region of the United States and the U.S.–Canada border.

Talk About It To guide discussion of the last two questions, give students copies of the Bill of Rights and help them list some of the freedoms guaranteed by this part of the U.S. Constitution. Ask if they think Chief Joseph's people were denied these freedoms.

Extending the reading: Ask each student to draw a picture, write a statement, or create a poem or song that expresses Chief Joseph's ideas and feelings about freedom or justice. Have students date their work and put it in their working folders.

Think About It: Identify Viewpoint Read the first paragraph and discuss the words *viewpoint, belief,* and *opinion.* Tell students that here, the words mean about the same thing. Say, *"Your opinion is what you believe to be true. Your beliefs and opinions help shape your viewpoint."*

Together, read, discuss, and summarize the examples of viewpoint and the forces that help determine viewpoint. Explain that to understand others, we must try to see things from their viewpoint, or perspective. To understand what we read, we often have to "try on" the writer's perspective—to put ourselves in his or her shoes.

Have students write their answers to the guided practice and discuss.

Practice Read the directions. Read the speech aloud, and then ask a volunteer to read it. Have students answer the questions independently and discuss their answers.

Extending the skill

1. Ask students to discuss the U.S. government's viewpoint, and why many white people wanted to keep the Native Americans on reservations. Then ask student volunteers to role-play a meeting between Chief Joseph and the president of the United States, where they present their viewpoints and argue their cases.
2. Encourage interested students to research Native American history during the 1800s or, more specifically, the stories of Chief Joseph and Sitting Bull. If possible, work with a librarian who can help students locate materials, or provide suitable resources yourself.

Write About It: Write Your Viewpoint Read the first paragraph.

A. Have students choose a topic about an unjust situation. Read the questions to be answered. Ask students to write a few words or phrases in answer to each question.

B. Suggest that students use the questions in order when writing their paragraph. Help reluctant writers by suggesting an opening sentence. Have students date their writing and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 28

Have students fill out copies of PCM 13.

Writing Skills Mini-Lesson: More on Complex Sentences (p. 86)

Briefly review the Unit 2 mini-lesson. Then read and discuss the introduction and the first two rules, noting the use of the comma.

Read the third rule, and have volunteers read the examples. Discuss the meanings of the other words used to introduce dependent clauses. *Because* and *since* indicate a cause-and-effect relationship between the two clauses. *Although,* like *but,* indicates a contrast or something unexpected. *If* indicates a condition—the main clause is true under a condition defined by the dependent clause. Give additional examples for each word if necessary. Some students may not be familiar with *although.* Some may have difficulty understanding cause-and-effect relationships.

Practice Read the directions for the exercise. Read, or ask a volunteer to read, the example. Be sure students understand they are to write two sentences by combining the dependent clause from the first column with the independent clause opposite it in the second column. Ask them to work independently and then read their sentences to a partner. Have students date their work and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 29

Unit 3 Review (pp. 87–88)

Follow the process described in Unit 1. As students edit their writing, have them check that they have written and punctuated compound and complex sentences correctly. Have students date their writing and put it in their working folders.

Extending the theme: To extend the theme of "Voices for Justice," use PCM 11, activity 4. Ask students to use one of the suggestions to write about one of the "voices for justice" in the unit. Remind them to prewrite.

Have students date their writing and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 31

▶ ***Final Note:*** Review with students the copies of PCM 13 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 3. Discuss possible ways of meeting those needs.

▶ Unit 4: Express Yourself

Part of Unit	Voyager 3 pages	TRG pages	Workbook pages
Overview	89	58	
Lesson 10	90 – 97	58 – 59	34 – 35
Lesson 11	98 – 105	59 – 60	36 – 37
Lesson 12	106 – 111	60 – 61	38
Writing Skills Mini-Lesson	112	61 – 62	39 – 40
Unit 4 Review	113 – 114	62	41 – 43

Student Objectives

Reading

- Read a review, a story, and a student-authored poem.
- Practice the strategies of using prior knowledge, predicting content, and using prior experience.
- Identify viewpoint; understand character, setting, and plot; and make inferences.

Writing

- Write a review, a story, and a letter.

Speaking and Listening

- Discuss, read aloud, and interview.

Word Attack and Mechanics

- Divide words into syllables.
- Review word recognition strategies.
- Fix sentence fragments.

▶ Unit 4 PCMs

PCM 3: Plot Map
PCM 5: Character Web
PCM 6: Story Frame
PCM 11: Writing Starters
PCM 13: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 4 (see p. 42).

Unit 4 Overview (p. 89)

The overview introduces the theme "Express Yourself." Discuss the collage of pictures that represent the three readings in the unit. Ask, *"Can you think of reasons why these people might want to express themselves? Can you imagine ways they might choose to do that?"* Read the overview together. Discuss the last question and ask students how they express themselves.

Be an Active Reader See Unit 1 notes.

Lesson 10 (pp. 90–97)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the two paragraphs and the checklist. Have students complete the checklist independently. Remind them to check *all* the items they would expect to find in a review. Tell them to look for these pieces of information as they read.

Key Words See Lesson 1 notes.

Use the Strategy Review the strategy of using prior knowledge, which was introduced in Lesson 8.

"Marian Anderson: A Tribute" Discuss the photo of Marian Anderson's 1939 Easter concert at the Lincoln Memorial. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins to help them apply the strategy of using prior knowledge. Tell students that a review reflects the writer's opinion or viewpoint.

After You Read See Lesson 1 notes.

Talk About It Remind students that words are not the only way people express themselves. Guide students' discussions with these two questions: *"What did each of these people communicate? What messages did they send?"*

Extending the reading: Play a recording of Marian Anderson to help students appreciate her music. You may be able to borrow one from a library. Ask students to share their opinions about her singing and then have them brainstorm words that describe it. Write the list of words on the board.

Think About It: Identify Viewpoint To review the definition of *viewpoint,* have a volunteer read the first paragraph. Then read the second paragraph and the chart. Ask students to complete the chart and discuss their answers.

Have students answer the guided practice question independently and discuss it. Remind students that people's viewpoints are based on their backgrounds, experiences, preferences, and beliefs. This writer is a big fan of Marian Anderson. Discuss why that fact naturally influences her opinions about the documentary.

Practice Make sure students understand how to do this activity. Then have them answer the questions as independently as possible. Discuss their answers.

Extending the skill: Find a movie review in the newspaper, or videotape a movie review on TV. Read or view it with students. Ask students to determine whether the review was mainly positive or negative. Making a chart of specific likes and dislikes may help. If possible, discuss the background and viewpoint of the reviewer.

Write About It: Write a Review Have a volunteer read the first paragraph. Give students a few minutes to decide what they will review.

A. Tell students to support their viewpoint with at least two specific examples from the show, movie, or reading they chose. They should write these in the chart. Explain that it is not enough to say "it was good" or "I didn't like it," because that does not help a reader understand why.

B. Help students turn their notes into a short review. Suggest that they say, *"I liked/didn't like it because . . ."* Some students might find it helpful to write two paragraphs, one each for positive and negative comments. Have students date their writing and put it in their working folders.

Word Work: Review of Dividing Words into Syllables Review the tips, giving additional examples from previous lessons if necessary.

Read the reminder. Demonstrate this process with a word that can be divided more than one way, such as *cooperate* or *reality.*

Post the tips and examples for reference.

Practice Follow the suggestions in Lesson 7 for handling known and unfamiliar words. Have students work independently. Discuss their answers. Encourage students to look up unknown words in a dictionary and to add those they want to learn to their personal dictionaries.

Ask students to point out words that contain a root and a suffix. Discuss any word meanings that need clarification.

More Practice: *Voyager 3 Workbook* p. 34

Have students fill out copies of PCM 13.

Lesson 11 (pp. 98–105)

Learning Goals Discuss the learning goals.

Before You Read Read or have a volunteer read the first paragraph. Locate the Persian Gulf, Iraq, and Kuwait on a map or globe. Ask students what they know about that region of the world and the Persian Gulf War.

Read the directions for the activities and have students complete them.

Key Words See Lesson 1 notes.

Use the Strategy Review the strategy of prediction that was practiced in Lessons 2, 5, and 7.

"A Soldier's Story" Discuss the picture. Follow one of the strategies outlined in "Working with the Reading Selections" on page 14. Be sure students use the check-ins to help them apply the strategy of predicting. Discuss unfamiliar vocabulary. Have students use context clues to figure out the meanings of *zero hour* (the planned time for the operation to begin) and *20:00* (read as "twenty hundred hours") *army time* (8:00 P.M.).

After You Read See Lesson 1 notes.

Talk About It Remind students that people express their emotions in different ways. Writing is one way. Ask students to discuss some other positive ways to express feelings. Make a list of students' ideas.

Extending the reading: Use PCM 11, activity 5. Discuss how Al's experience in the war changed his views. Ask students to think of an experience that changed them or someone they know. Encourage them to write about it. Help them with prewriting if necessary. For instance, they might make notes in two columns labeled "Before the Event" and "After the Event." Have students put their writing in their working folders.

Think About It: Understand Character, Setting, and Plot Read and review the definitions and the plot map.

Practice Read the directions and have students answer the first five questions independently. Read and explain the directions for question 6. After students identify which parts of the plot statements a, b, and c are, they should condense the statements and fill in the plot map. Check and discuss their answers.

Extending the skill

1. Use PCM 5. Have students work in pairs to make a character web for Al Cruz, using information from the story.
2. Explain how to write a story using the "snowball" technique. Someone begins a story by composing the first sentence, the next person continues with the second sentence, and so on. Have students write a story using this method. Go around the group more than once if necessary.

Write the story on the board and have students copy it. When the story is complete, work as a group to analyze the plot using PCM 3 or to summarize the story using PCM 6. Have students date their work and put it in their working folders.

Write About It: Write a Story Read the first paragraph.

A. Read the directions. Be sure students understand what is happening in the pictures. Ask them to number the pictures *1*, *2*, and *3*, to show the order in which the events take place. If necessary, help them compose brief descriptions to write on the plot map.

B. Each story should contain at least three sentences, one for each plot element. Encourage students to add details and descriptions. Discuss why students' stories vary: people draw different conclusions, some "read a lot into the pictures," others give more details, and so on.

Word Work: Summary of Strategies for Recognizing Words Read the first paragraph, review the strategies, and give examples. For each strategy, refer to the tips from previous lessons and post examples.

Practice Read the directions and do the first column of words with students. Then allow them to complete the exercise independently. Encourage students to use the dictionary when necessary. Check and discuss their answers. Ask volunteers to explain how they figured out words and determined their meaning. Have students use some of the words they had trouble with in sentences. Write the sentences on the board. Summarize by reading the reminder at the bottom of the page.

More Practice: *Voyager 3 Workbook* p. 36

Have students fill out copies of PCM 13.

Lesson 12 (pp. 106–111)

Learning Goals Discuss the learning goals.

Before You Read Have a volunteer read the first two paragraphs and have students complete the activity independently.

Review the characteristics of a poem. Remind students of the poem "Lineage," which they read in Lesson 4. Explain that the poem in this lesson also creates a strong emotional impact and has no rhyme.

Key Words See Lesson 1 notes.

Use the Strategy Review the strategy of using prior experience practiced in Lessons 1 and 4.

"Arthur" Read the poem aloud, then do a paired reading with students. Finally, let them read the poem aloud on their own. Be sure students apply the strategy of comparing their own experience with the poet's. Remind students that if there is no comma or period at the end of a line, they should not stop.

After You Read See Lesson 1 notes.

Talk About It Be sure students support their evaluation with examples from the poem.

Extending the reading: Ask students to think of someone they feel strongly about and write the person's name at the top of a blank paper. Have them list all the words and phrases they can think of to describe how they feel about that person. Then have each student write a poem, using the words they listed. Have students date their writing and put it in their working folders.

Think About It: Make Inferences Introduce the concept by giving examples of everyday situations in which people make inferences: We infer someone is on a baseball team when we see him wearing a team uniform. We infer that a person is upset from her tone of voice.

Read and discuss the first paragraph. Explain that experienced readers use the information in the text, together with their prior knowledge and experience, to make inferences about people and events as they read. Explain that making inferences is related to drawing conclusions, which students practiced in Lesson 5, since our conclusions are often based on inferences we make.

Read and work through each guided practice activity with students. Be sure students understand that an inference must be based on something in the text. The knowledge and life experience of the reader often play a role, too, but cannot be the sole basis for the inference.

Practice Have students complete the activity independently. Discuss their answers and their basis for each inference.

Extending the skill: Model making inferences by rereading the story "A Safe Place" in Lesson 7 as a group. At appropriate points, stop and demonstrate how experienced readers make inferences. For example, in the first few paragraphs, we might infer that the other women in Clara's House are also victims of abuse. When Mick is first referred to, we can infer that he is Jane's abusive partner. Have students make other inferences and explain them.

Write About It: Write a Letter Have a volunteer read the first paragraph. Tell students that they may write a letter to an imaginary friend or to a real friend. The problem can be real or fictional.

A. Explain that working with a partner is a good way to generate ideas. Help students choose their best ideas.

B. Have students read the letter frame before writing. Then allow them to complete the letter as independently as possible, using their prewriting ideas. If students prefer, they can compose their letters using a standard letter format. Have students date their writing and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 38

Have students fill out copies of PCM 13.

Writing Skills Mini-Lesson: Fixing Sentence Fragments (p. 112)

Read the first paragraph and the examples. Explain that sentence fragments like those in the examples are usually acceptable in informal conversation. Writing, however, is different from talking, and students should write in complete sentences. Tell students they should look for sentence fragments in their writing and fix them.

Read and discuss the two methods for fixing fragments.

Practice Discuss the two example sentences. Make sure students understand why they are complete thoughts. Then have students work on their own to rewrite the remaining fragments. Go over their sentences with them to be sure each is a complete thought. Ask students to identify the subjects and verbs. Have students date their work and put it in their working folders.

More Practice: *Voyager 3 Workbook* p. 39

Unit 4 Review (pp. 113–114)

Follow the process described in Unit 1. As students edit their writing, remind them to check that they have followed all the rules in the Writing Skills section of the Reference Handbook (see *Voyager 3,* p. 126). Have students date their writing and put it in their working folders.

Extending the theme: To extend the theme "Express Yourself," ask the class to choose a problem or concern, such as crime, the need for jobs, or a local issue. Lead a discussion about the causes of the problem and possible solutions. Note important points on the board. Then help students organize these points by clustering related ideas. Next, use the group Language Experience Approach (see p. 19) to write a letter to the editor of your local newspaper. Copy students' sentences as they suggest them, and ask them to read the completed letter aloud. Have the group revise and edit the letter. Then have a volunteer copy a final draft to send to the paper.

More Practice: *Voyager 3 Workbook* p. 41

▶ ***Final Note:*** Review with students the copies of PCM 13 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 4. Discuss possible ways of meeting those needs.

Skills Review (pp. 115–120)

When students have finished Unit 4, have them complete the Skills Review. Explain that this review will help them evaluate their reading and writing progress. Encourage them to evaluate their progress by checking their answers against those given on page 119. They can use the Evaluation Chart on page 120 to identify any skill areas they need to work on further. Meet with individual students to go over their results. Be sure that students complete the right side of the Student Interest Inventory on pages 6–7. Have them compare their answers to those they gave prior to beginning *Voyager 3* (see "Using the Skills Review," p. 14, and "Using the Student Interest Inventory," p. 13).

Alternative Assessment: Follow the instructions on PCM 14: Tips for Preparing a Progress Portfolio to help students evaluate the material in their working folders and assemble their Progress Portfolios. Then use PCM 15: Portfolio Conference Questionnaire to conduct an evaluation conference with each student.

Photocopy Masters

The following photocopy masters (PCMs) can be photocopied for classroom activities and homework. Here are brief suggestions for using each PCM.

▶ **PCM 1: Cursive Handwriting** When you feel that students are ready, introduce cursive handwriting. Let students trace each letter, following the direction lines. Then have them practice forming the letters on a separate sheet of lined paper.

▶ **PCM 2: Cursive Handwriting Practice** Write the practice sentences on the board in cursive. Write students' names in cursive on their PCMs if needed. Have students practice cursive by signing their names, copying the sentences, and writing anything else they choose.

▶ **PCM 3: Plot Map** Use this PCM as described in the lesson notes to give students extra practice in identifying the elements of plot in a piece of fiction.

▶ **PCM 4: Main Idea and Details Organizer** Use this PCM as described in the lesson notes to give students extra practice identifying the main idea and details of what they read.

▶ **PCM 5: Character Web** Use this PCM as described in the lesson notes to give students extra practice identifying qualities of characters.

▶ **PCM 6: Story Frame** Use this PCM as described in the lesson notes to help students summarize the setting, plot, and characters of a piece of fiction.

▶ **PCM 7: Using a Dictionary** When you feel that students are ready, use this PCM to help them understand why and how to use a dictionary.

▶ **PCM 8: Common Prefixes** Use this PCM as described in the lesson notes to help teach students common word parts.

▶ **PCM 9: Common Roots** Use this PCM as described in the lesson notes to help teach students common word parts.

▶ **PCM 10: Common Suffixes** Use this PCM as described in the lesson notes to help teach students common word parts.

▶ **PCM 11: Writing Starters** Use this PCM to help students generate ideas for writing topics, to help them start writing, or to help them structure their writing.

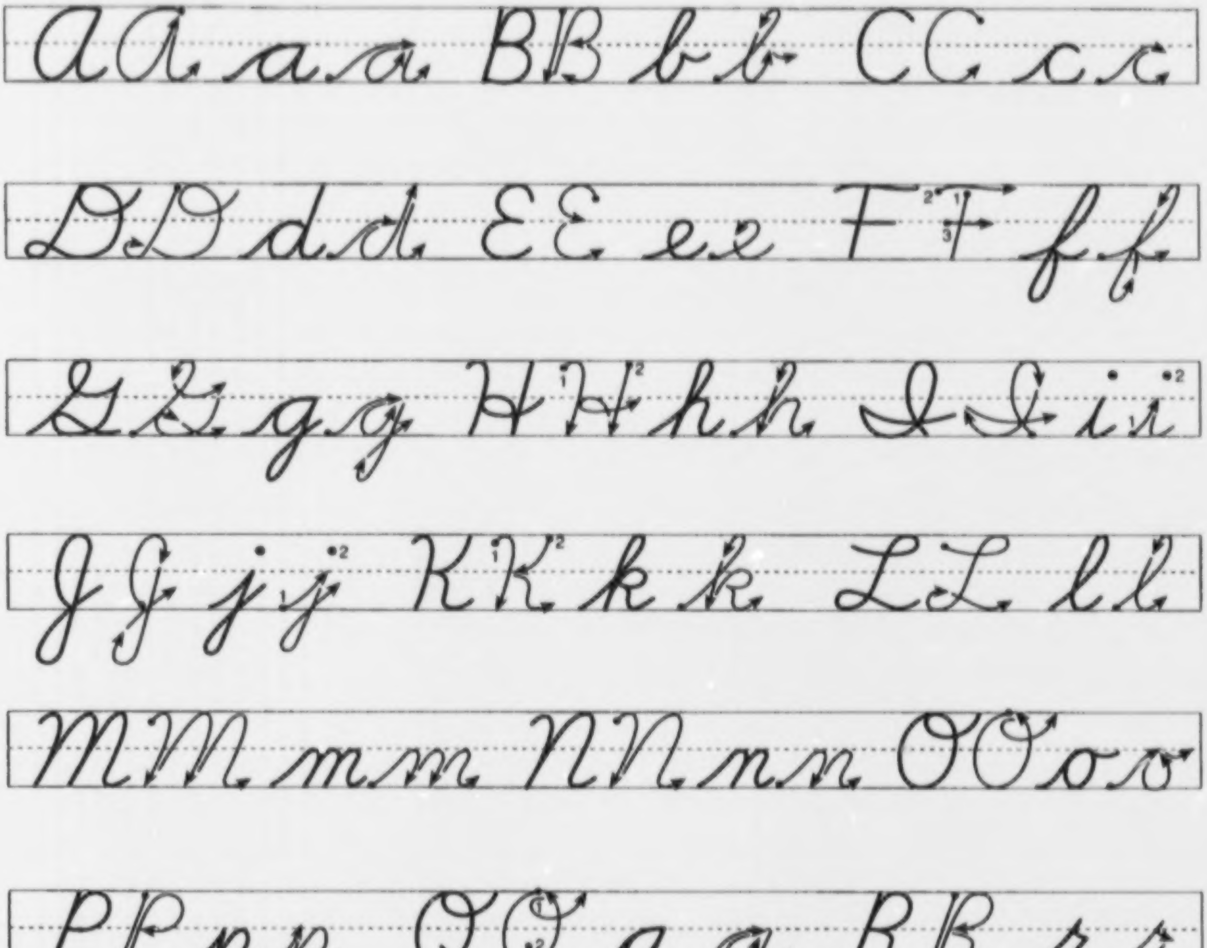
▶ **PCM 12: Map of the United States** Use this PCM to locate geographic areas referred to in the lessons.

▶ **PCM 13: Student Progress Tracking Sheet** Have students complete this PCM each time they finish a lesson.

▶ **PCM 14: Tips for Preparing a Progress Portfolio** Use this PCM as a guide to help students prepare their portfolios. The process of preparing a portfolio may take quite a while. Discuss each question and option with students. Encourage students to evaluate each option carefully. Have them give a reason for each choice they make. Show students PCM 15 before you schedule a portfolio conference.

▶ **PCM 15: Portfolio Conference Questionnaire** Schedule individual conferences. Discuss the questions on PCM 15. Write notes on the PCM. Emphasize the progress the student has shown, using the samples chosen for the portfolio. Put a copy of the completed PCM in the student's portfolio.

Cursive Handwriting


A A a a B B b b C C c c
D D d d E E e e F F f f
G G g g H H h h I I i i
J J j j K K k k L L l l
M M m m N N n n O O o o
P P p p Q Q q q R R r r
S S s s T T t t U U u u
V V v v W W w w
X X x x Y Y y y Z Z z z

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Cursive Handwriting Practice

Practice writing your name in cursive.

Copy these sentences in cursive.

I am going to school.

Soon I will read and write well.

My friend Bob has a very good job.

He works in New York City.

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Plot Map

The **plot** is the action or series of events in a story. The plot usually has three parts:

1. The **rising action** introduces the characters in the story and tells about a problem or conflict.
2. The **climax** is the event that solves the problem, the turning point of the action. It usually occurs near the end of the story.
3. The **falling action** tells the effect of the climax. The plot draws quickly to a close.

Write the rising action, the climax, and the falling action of a story on these lines. Then fill in the plot map below.

Title: ______________________________

1. Rising action: ______________________________

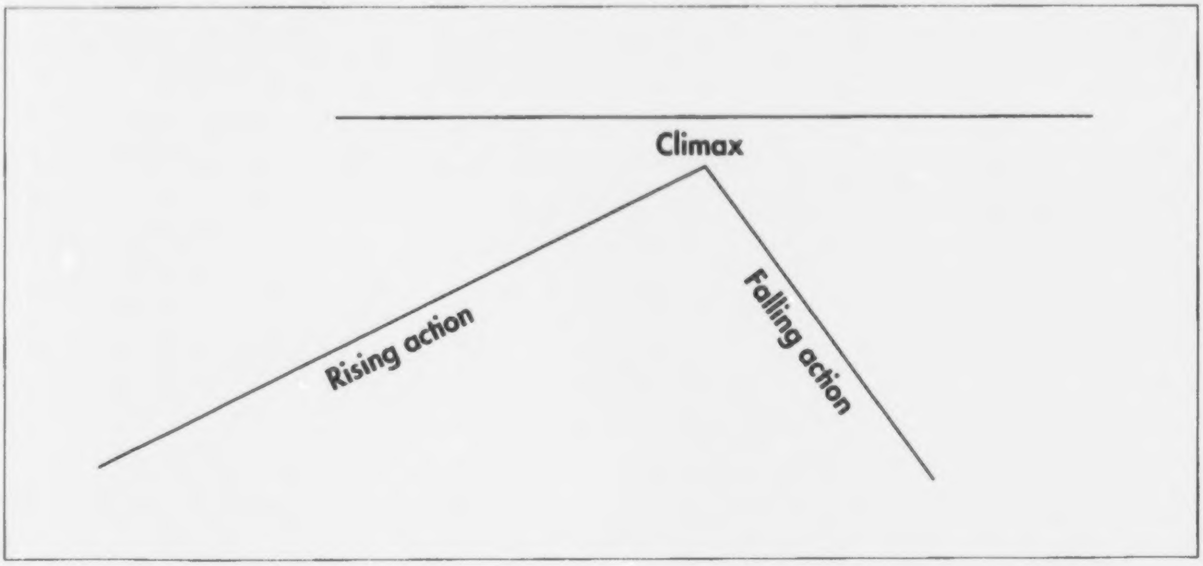
____

2. Climax: ______________________________

____

3. Falling action: ______________________________

____

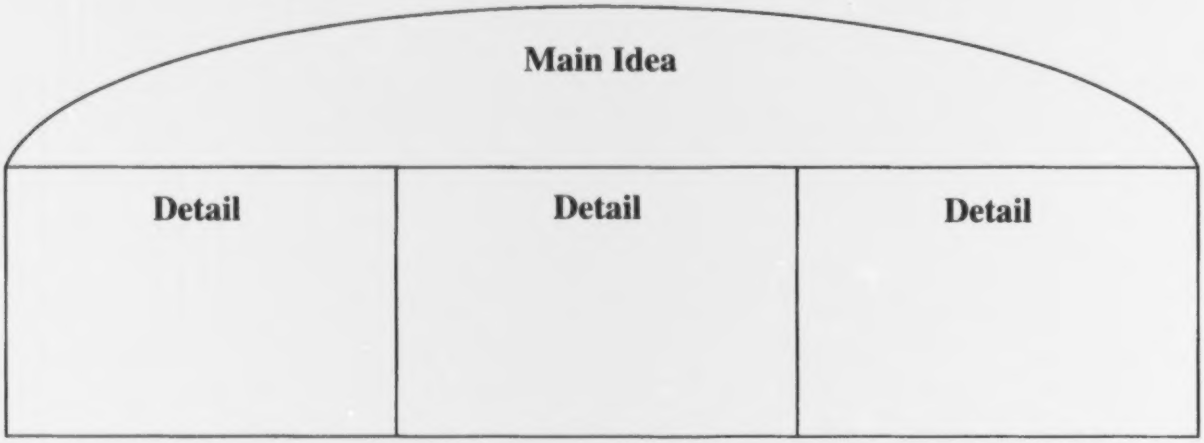


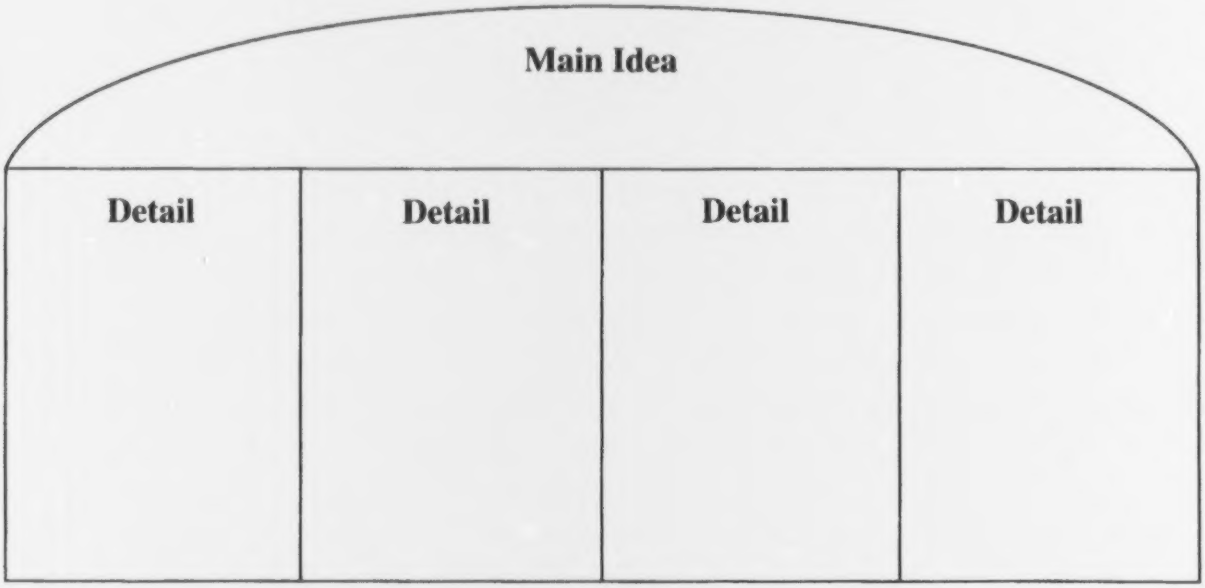
This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Main Idea and Details Organizer

The **main idea** of a piece of writing is the most important point that the writer wants to share.
Supporting details are pieces of information that help explain the main idea.

Write the main idea of a piece of writing in one of the diagrams below. Then write three or four details that support the main idea.


Main Idea
Detail
Detail
Detail


Main Idea
Detail
Detail
Detail
Detail

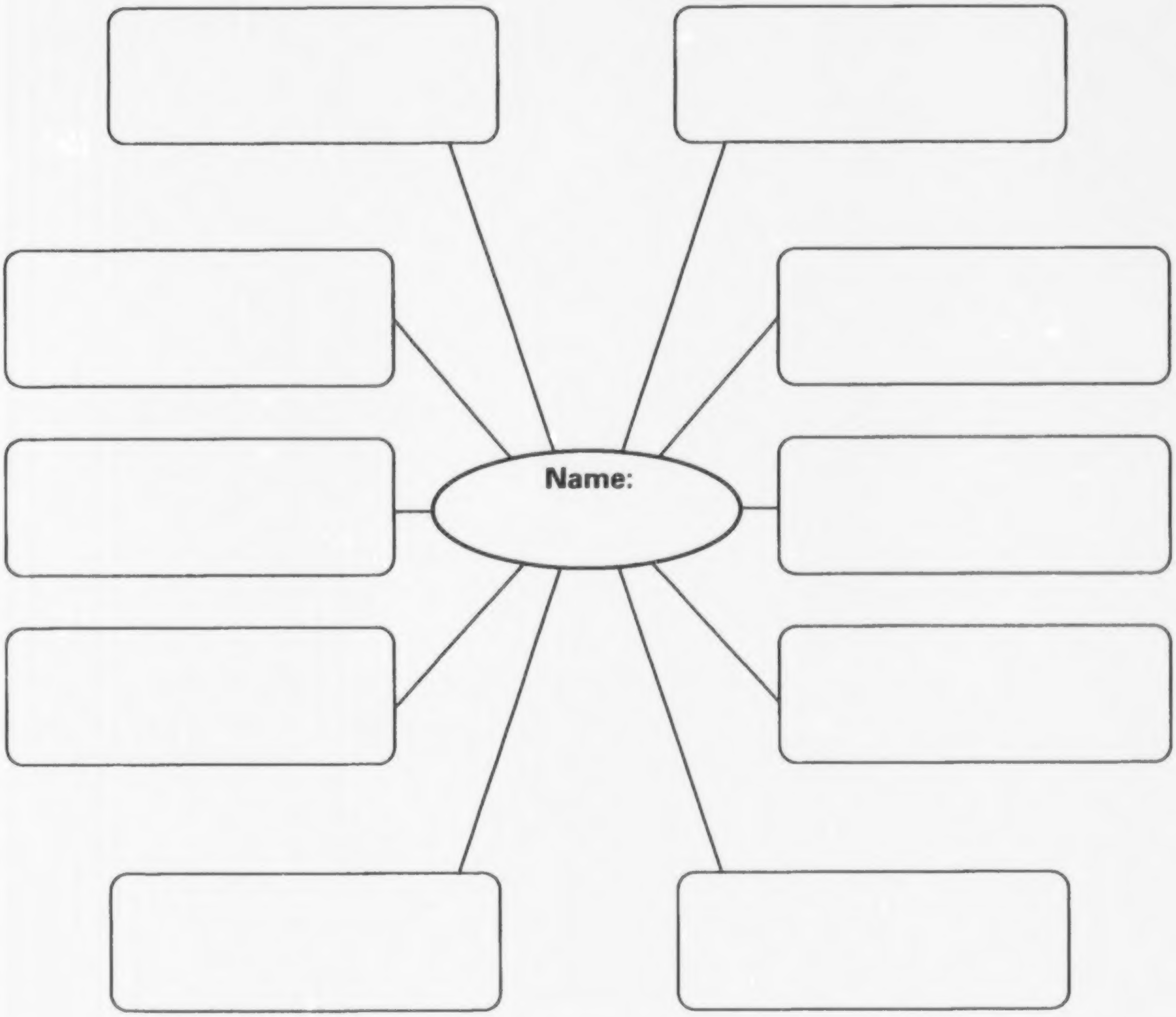
This page may be photocopied for classroom use. All other rights reserved © 1999 New Readers Press

Character Web

A **character** is a person in a story. As you read a story, you learn things about its characters. For example, you may learn

- what a character looks like
- the character's background
- what kind of person the character is
- how the character deals with life
- what the character thinks
- how the character speaks and acts
- what the character's job is
- what the character's interests are
- how the character treats others
- how others feel about the character

Fill in the details about a character you have read about on the character web below.



This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Story Frame

Title ____

The story takes place ________________________________

____

The main characters in the story are ________________________

____

____

The action begins when ______________________________

____

____

A problem occurs when ______________________________

____

____

The climax comes when ______________________________

____

The action draws to a close when ________________________

____

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Using a Dictionary

Why Do People Use a Dictionary? A dictionary can tell you

- what a word means
- how a word is pronounced
- how a word is spelled
- how a word is used

The following activities will give you practice using a dictionary.

1. **Alphabetizing Review** Dictionaries list words in alphabetical order. These activities will help you review alphabetizing.

   a. Number the words in each list below in alphabetical order. You may want to write each word on an index card first and put the cards in alphabetical order.

List 1	List 2	List 3
_____ relief	_____ stomach	_____ choose
_____ quarreled	_____ special	_____ character
_____ ambulance	_____ schedule	_____ chief
_____ ceiling	_____ slight	_____ children
_____ ulcer	_____ seize	_____ change

   b. Make a list of 10 words. Write each word on an index card. Exchange cards with a partner. Alphabetize your partner's words.

2. **Getting to Know Your Dictionary**

   a. Find the first page in your dictionary that lists words starting with the letters below. Write the page number on the line next to each letter.

B ______ E ______ G ______ J ______ M ______
Q ______ S ______ U ______ V ______ Y ______

   b. What kind of information does your dictionary have? Look at the table of contents to see if the following sections are included. If so, write the page number on the line.

_____ abbreviations
_____ foreign phrases
_____ biographical names
_____ geographical names
_____ pronunciation guide
_____ signs and symbols

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

3. Finding Words in a Dictionary There is a pair of words in the top margin of each page in a dictionary. They are called **guide words**. The guide words are the first and last words listed on that page.

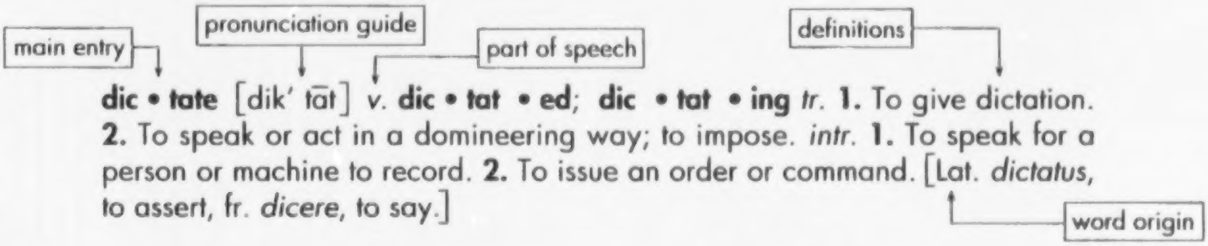
a. Use guide words to find the following words in your dictionary. Write the two guide words from the pages on the lines.

Guide Words		
________________	________________	brought
________________	________________	country
________________	________________	leisure
________________	________________	shoulder

b. The guide words on a dictionary page are ***banner*** and ***barber***. Underline the words that would be found on that page.

barbed
barker
barn
banquet
barbell
bargain
barbecue
barbarian
bankroll
baptize

4. Reading Dictionary Entries Dictionaries may present entries in slightly different forms, but most will include the information in this sample.



dic • tate [dik′ tāt] *v.* **dic • tat • ed; dic • tat • ing** *tr.* **1.** To give dictation. **2.** To speak or act in a domineering way; to impose. *intr.* **1.** To speak for a person or machine to record. **2.** To issue an order or command. [Lat. *dictatus,* to assert, fr. *dicere,* to say.]

The most important parts of a dictionary entry are usually the following:

- The **main entry** is in bold. A dot separates syllables. The word ***dictate*** has two syllables. Underline the main entry above.
- The **pronunciation** is in brackets next to the entry. Circle it. Most dictionaries use special symbols to show pronunciation. There is usually a key to the symbols on each page.
- The **definitions** explain the meanings of the word and how the word is used. Most words have more than one meaning. Each different meaning is numbered. Underline one definition with a double line.

5. Using the Dictionary Use any list or group of words to do the following activities. Look up each word and

a. write the dictionary page number
b. write the guide words on the page
c. write the pronunciation of the word
d. write one definition for the word

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Common Prefixes

Prefix	Meaning	Example	Your Example
1. auto-	self	automobile	
*2. com-	with, together	commit	
con-	with, together	conform	
col-	with, together	collect	
cor-	with, together	correct	
*3. dis-	not	dislike	
dif-	not	difficult	
4. ex-	out of, from	exhale	
*5. in-	in, into	inspect	
im-	in, into	implant	
*6. in-	not	incorrect	
im-	not	imperfect	
il-	not	illegal	
ir-	not	irregular	
7. mis-	wrongly, badly	misunderstood	
8. post-	after	postwar	
9. pre-	before	prehistoric	
10. pro-	forth, forward	proceed	
11. re-	back, again	review	
12. sub-	under	subway	
13. trans-	across	transport	
14. un-	not, opposite of	unfriendly	
15. uni-	one, single	uniform	

*The spelling of this prefix changes according to the first letter of the root.

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Common Roots

Root	Meaning	Example	Your Example
1. act	do	activate	________________
2. bio	life	biography	________________
3. cred	believe	credible	________________
4. dict	say, speak	predict	________________
*5. duce	lead	reduce	________________
duct	lead	reduction	________________
*6. flect	bend	reflection	________________
flex	bend	flexible	________________
7. form	shape	reform	________________
*8. fract	break	fraction	________________
frag	break	fragment	________________
*9. gram	write, draw	telegram	________________
graph	write, draw	graphic	________________
10. lect	gather, choose, read	elect	________________
*11. mit	send, let go	submit	________________
miss	send, let go	dismiss	________________
*12. phono	sound	phonograph	________________
phone	sound	telephone	________________
13. photo	light	photograph	________________
14. port	carry	transport	________________
*15. reg	guide, rule	regular	________________
rect	guide, rule	direct	________________
*16. scribe	write	prescribe	________________
script	write	description	________________
17. spect	watch, look at	inspect	________________
18. spire	breathe	respirator	________________
19. vent	come, arrive	convention	________________

*These roots have more than one common form.

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Common Suffixes

Suffix	*Meaning*	*Example*	**Your Example**
*1. -able	capable	allowable	________
-ible	capable	credible	________
2. -al	relating to	rental	________
*3. -ance	quality or state of	performance	________
-ence	quality or state of	competence	________
*4. -ant	inclined to, in a state of	expectant	________
-ent	inclined to, in a state of	frequent	________
5. -ant	person who	informant	________
6. -ate	cause to, make	activate	________
*7. -er	person who	writer	________
-or	person who	operator	________
8. -ian	person who	musician	________
9. -ic	relating to	graphic	________
10. -ion	an act, process, or condition	election, tension	________
11. -ive	doing or tending to do	creative	________
12. -less	without	hopeless	________
13. -ly	in the manner of	directly	________
14. -ment	act or condition of	measurement	________
*15. -ty	quality	honesty	________
-ity	quality	activity	________
16. -ure	act, process, function	fracture	________

*The spelling of these suffixes is determined by the root to which they are added.

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Writing Starters

These writing starters can help you begin a piece of writing.

1. Write a sentence that starts with one of these.

I like . . .
If I could . . .
I hope . . .
When I was . . .
I believe . . .
I once . . .
Someday I will . . .
I hate . . .
I regret . . .
I miss . . .
I will never forget . . .
My dream is . . .

2. Complete these sentences about something you read.

The title of this reading is ______________________________

It is about ______________________________

I learned that ______________________________

I think that ______________________________

3. Respond in writing to one of these statements.
- Every cloud has a silver lining.
- Today is the first day of the rest of your life.
- A winner never quits, and a quitter never wins.
- The grass is always greener on the other side of the fence.

4. Think about a person or character you have read about. Do one of these activities.
- List questions you would like to ask the person.
- Write a letter to the person. Describe how you feel about the person's actions.
- Write about what you would have done if you had been in the person's shoes.

5. Write about an experience that has a special meaning for you.

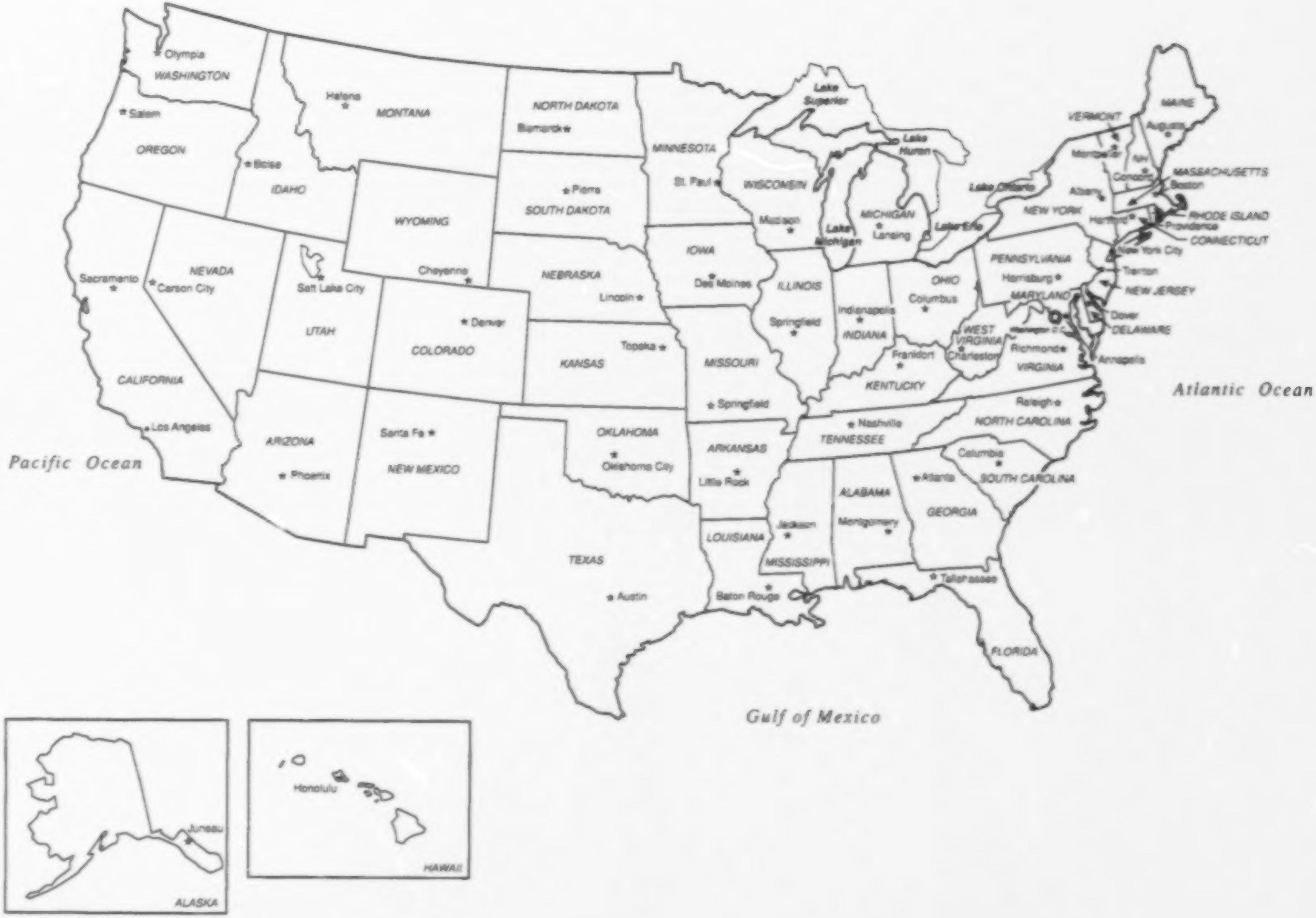
6. Think about a decision you have made in your life. Was it wise or unwise? Write about the decision. Describe how it affected your life and others' lives.

7. Think of an incident when your beliefs or values guided your actions. Write about it. Explain how you felt about standing up for your beliefs.

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Map of the United States


WASHINGTON
Olympia
OREGON
Salem
CALIFORNIA
Sacramento
Los Angeles
NEVADA
Carson City
IDAHO
Boise
MONTANA
Helena
WYOMING
Cheyenne
UTAH
Salt Lake City
COLORADO
Denver
ARIZONA
Phoenix
NEW MEXICO
Santa Fe
NORTH DAKOTA
Bismarck
SOUTH DAKOTA
Pierre
NEBRASKA
Lincoln
KANSAS
Topeka
OKLAHOMA
Oklahoma City
TEXAS
Austin
MINNESOTA
St. Paul
IOWA
Des Moines
MISSOURI
Springfield
ARKANSAS
Little Rock
LOUISIANA
Baton Rouge
WISCONSIN
Madison
ILLINOIS
Springfield
MICHIGAN
Lansing
INDIANA
Indianapolis
OHIO
Columbus
KENTUCKY
Frankfort
TENNESSEE
Nashville
MISSISSIPPI
Jackson
ALABAMA
Montgomery
GEORGIA
Atlanta
FLORIDA
Tallahassee
SOUTH CAROLINA
Columbia
NORTH CAROLINA
Raleigh
VIRGINIA
Richmond
WEST VIRGINIA
Charleston
Washington D.C.
MARYLAND
Annapolis
DELAWARE
Dover
NEW JERSEY
Trenton
PENNSYLVANIA
Harrisburg
NEW YORK
Albany
New York City
CONNECTICUT
Hartford
RHODE ISLAND
Providence
MASSACHUSETTS
Boston
VERMONT
Montpelier
NH
Concord
MAINE
Augusta
Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
Pacific Ocean
Atlantic Ocean
Gulf of Mexico
ALASKA
Juneau
HAWAII
Honolulu

BEST COPY AVAILABLE

Student Progress Tracking Sheet

Name: ______________________________

Lesson: ______________________________

Date started: ______________ Date ended: ______________

What I learned from the reading: ______________________________

What I learned from **Think About It**: ______________________________

What I learned from **Write About It**: ______________________________

What I liked about the lesson: ______________________________

What I need more practice with: ______________________________

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Tips for Preparing a Progress Portfolio

Your Progress Portfolio will show what you have learned in the period covered by this portfolio. Follow these tips as you prepare your portfolio.

1. Photocopy your completed Student Interest Inventory. Put it in your Progress Portfolio folder.

2. Look at all the material in your working folder. Pick out the items you would like to put in your Progress Portfolio. Include all of the Student Progress Tracking Sheets that you have completed.

3. Choose the samples of your writing that you would like to put in your portfolio. Make sure your name, a title, and the date it was written are on each piece of writing.

   List the pieces of writing you picked on a separate paper. Tell why you chose each one. Put the list with the pieces of writing in your folder.

4. Think about the skills you have learned. List the skills pages you would like to put in your portfolio:

   Think About It pages: ____________________

   Word Work pages: ____________________

   Writing Skills Mini–Lesson pages: ____________________

   Photocopy these pages. Make sure your name and a date are on each page. Make a separate list of these pages. Put the list with the pages in your folder.

5. If you would like, photocopy pages from your Personal Dictionary and put them in your porfolio folder. Do the same for your Personal Spelling List.

6. Look through the items in your Progress Portfolio. Read the questions on PCM 15. Think about answers to these questions as you prepare for your portfolio conference.

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Portfolio Conference Questionnaire

To the Instructor: Use this questionnaire as you conduct portfolio conferences with students.

Student: ______________________ **Date:** ______________

Instructor: ______________________ **Course:** ______________

1. Which writing samples and skills pages have you chosen for your portfolio?

2. Why did you choose these items?

3. What do these items show you that you have learned?

4. What selections are you most proud of? Why?

5. What would you like to do better?

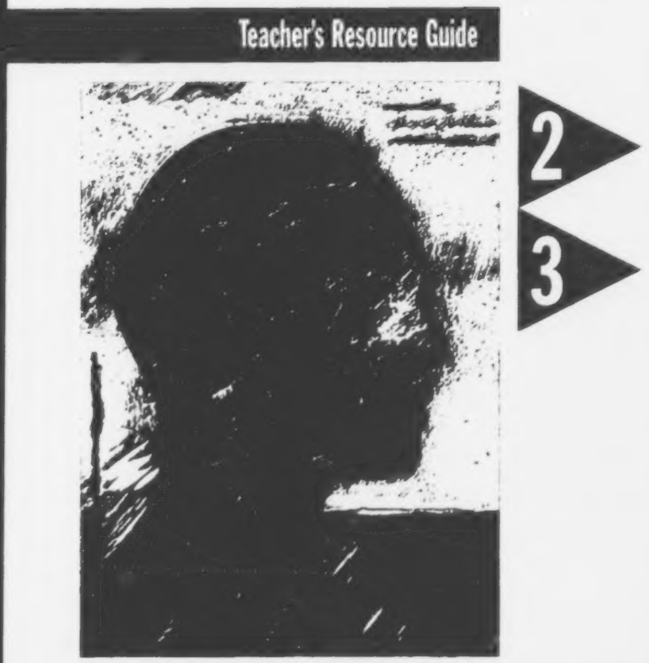
6. What would you like to do more of?

7. What do you still need to do to reach your educational goals?

This page may be photocopied for classroom use. All other rights reserved. © 1999 New Readers Press

Voyager

Reading and Writing for Today's Adults



Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

Teacher's Resource Guides

Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

Placement Tool

The easy-to-use placement tool helps place students in the appropriate *Voyager* student book.

ISBN 1-56420-169-4

New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York
800-448-8878

CE _ CETR 0128

Reading and Writing for Today's Adults

Voyager

2

85

New Readers Press

Voyager

Reading and Writing for Today's Adults

2

Deborah P. Adcock

Advisers to the Series

Mary Dunn Siedow
Director
North Carolina Literacy Resource Center
Raleigh, NC

Linda Thistlethwaite
Associate Director
The Central Illinois Adult Education Service Center
Western Illinois University
Macomb, IL

Reviewer

Joyce Clark
Instructor, Adult Basic Education
DeKalb Technical Institute
Adult Literacy Program
Clarkson, GA

New Readers Press

Acknowledgments

Carneiro, Isaura, adapted from WHERE THERE IS A WILL THERE IS A WAY. Reprinted by permission of St. Christopher House, 248 Ossington Ave., Toronto, Ontario, Canada

Farjeon, Eleanor. "The Quarrel" from Eleanor Farjeon's POEMS FOR CHILDREN originally appeared in OVER THE GARDEN WALL by Eleanor Farjeon. Copyright 1933, renewed 1961 by Eleanor Farjeon. Reprinted by permission of HarperCollins Publishers and David Higham Associates Ltd.

Hershenson, Miriam. "Husbands and Wives," by Miriam Hershenson. Published in SCOPE 1934. Copyright 1934. Reprinted (Reproduced) by permission of Scholastic Inc.

Leftwich, Joseph. "From Tomorrow On" translated by Joseph Leftwich. Reprinted from COMMENTARY, September 1951, by permission; all rights reserved.

Millay, Edna St. Vincent. "Lament" by Edna St. Vincent Millay from COLLECTED POEMS, HarperCollins. Copyright 1921, 1948 by Edna St. Vincent Millay. Used by permission of Elizabeth Barnett, literary executor.

Rodgers, Richard and Oscar Hammerstein II. "You've Got To Be Carefully Taught." Copyright © 1949 by Richard Rodgers and Oscar Hammerstein II. Copyright renewed. Williamson Music owner of publication and allied rights throughout the world. International copyright secured. Used by permission. All rights reserved.

Voyager: Reading and Writing for Today's Adults™ Voyager 2
ISBN 1-56420-152-X
Copyright © 1999
New Readers Press
U.S. Publishing Division of Laubach Literacy International
Box 131, Syracuse, New York 13210-0131

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3 2

Director of Acquisitions and Development: Christina Jagger
Content Editor: Mary Hutchison
Photography: David Revette Photography, Inc.
Developer: Learning Unlimited, Oak Park, IL
Developmental Editor: Pamela Bliss
Contributing Writer: Betsy Rubin
Cover Designer: Gerald Russell
Designer: Kimbrly Koennecke
Copy Editor: Jeanna H. Walsh
Artist: Linda Alden
Illustrator: Cheri Bladholm

Contents

Introduction 5

Student Interest Inventory 6

Skills Preview 8

▼ Unit 1: Family Ties 13

Lesson 1 14
  Reading: "Family Is Family" 15
  Think About It: Understand Plot 18
  Write About It: Write a Sequence of Events 20
  Word Work: The Vowel Combinations *ie* and *ei* 21
Lesson 2 22
  Reading: "To My Son" 23
  Think About It: Understand the Main Idea and Details 26
  Write About It: Write a Letter 28
  Word Work: The Letter Combinations *ow* and *ou* 29
Lesson 3 30
  Reading: "The Quarrel" 31
  Think About It: Identify Rhythm and Rhyme 33
  Write About It: Write a Poem 35
Writing Skills Mini-Lesson: Adding Endings that Start with a Vowel 36
Unit 1 Review 37

▼ Unit 2: Life Goes On 39

Lesson 4 40
  Reading: "Saying Good-bye" 41
  Think About It: Understand Character 44
  Write About It: Write a Note 46
  Word Work: Context Clues 47
Lesson 5 48
  Reading: "Lament" 49
  Think About It: Understand the Use of Repetition 51
  Write About It: Write a Poem 53
Lesson 6 54
  Reading: "Life in the Hearing World" 55
  Think About It: Make Inferences 58
  Write About It: Write a Letter 60
  Word Work: Context Clues 61
Writing Skills Mini-Lesson: Using Capital Letters 62
Unit 2 Review 63

▼ **Unit 3: New Beginnings** 65
Lesson 7 66
  Reading: "Follow the Drinking Gourd" 67
  Think About It: Make Inferences 70
  Write About It: Write About a Song 71
Lesson 8 72
  Reading: "Al's Journal" 73
  Think About It: Understand the Main Idea and Details 76
  Write About It: Write a Journal Entry 78
  Word Work: Compound Words 79
Lesson 9 80
  Reading: "A New World" 81
  Think About It: Make Inferences 84
  Write About It: Conduct and Write an Interview 86
  Word Work: Prefixes and Roots 87
Writing Skills Mini-Lesson: Writing Sentences 88
Unit 3 Review 89

▼ **Unit 4: Celebrate Differences** 91
Lesson 10 92
  Reading: "Neighborly Celebrations" 93
  Think About It: Understand Plot and Character 96
  Write About It: Write a Description 98
  Word Work: Suffixes *-ful, -less, -able, -or* 99
Lesson 11 100
  Reading: "Celebrate an American Life" 101
  Think About It: Make Inferences 104
  Write About It: Write Your Autobiography 106
  Word Work: The Suffix *-ion* 107
Lesson 12 108
  Readings: "Manhattan"; "You've Got to Be Carefully Taught" 109
  Think About It: Identify Rhyme, Rhythm, and Repetition 112
  Write About It: Write a Poem 113
Writing Skills Mini-Lesson: Compound Sentences 114
Unit 4 Review 115

Skills Review 117

Answer Key 122

Reference Handbook 126
  Writing Skills 126
  The Writing Process 128

Introduction

Welcome to New Readers Press's *Voyager 2*. In this book, you will build your skills in reading and writing. You will improve your understanding of what you read. You will also work with your listening and speaking skills.

This book has four units. Each unit is based on a theme that reflects our day-to-day lives. In *Voyager 2,* you will be exploring these themes:

- Family Ties
- Life Goes On
- New Beginnings
- Celebrate Differences

Within each theme-based unit, you will find three lessons. Each lesson has the following features:

- **Before You Read:** a strategy to help you understand what you read
- **Key Words:** a preview of the harder words in the lesson
- **Reading:** a poem, story, biography, song, letter, or journal written by adults, for adults
- **After You Read:** questions and discussions about the reading
- **Think About It:** a reading skill that will help you understand what you read
- **Write About It:** an activity to improve your writing skills

Some lessons also have this feature:

- **Word Work:** strategies and skills to help you read and write better

We hope you enjoy exploring the themes and mastering the skills found in *Voyager 2.* We also invite you to continue your studies with the next book in our series, *Voyager 3.*

90

Student Interest Inventory

What is my educational goal?

Check this side **BEFORE** you do this book. Check this side **AFTER** you do this book.

a lot	a little	never	**When do I read?**	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• with my children			
			• other:			

I can read these now.	I need help to read these.	I don't care to read these.	**What do I read?**	I can read these now.	I need help to read these.	I don't care to read these.
			• signs and labels			
			• instructions			
			• letters			
			• stories and poems			
			• newspapers			
			• magazines			
			• material for my job			
			• the Bible			
			• books to my children			
			• other books			
			• other:			

I am good at this.	I am improving at this.	I need to work on this.	**When I read, I can**	I am good at this.	I am improving at this.	I need to work on this.
			• figure out new words			
			• understand the main idea of what I read			
			• tell another person about what I read			

BEST COPY AVAILABLE

Check this side **BEFORE** you do this book. Check this side **AFTER** you do this book.

a lot	a little	never	**When do I write?**	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• for my children			
			• other:			

I can do this now.	I need help to do this.	I don't care to do this.	**What do I write or fill out?**	I can do this now.	I need help to do this.	I don't care to do this.
			• lists			
			• notes and messages			
			• letters			
			• journal entries			
			• poems			
			• stories			
			• forms			
			• applications			
			• other:			

I am good at this.	I am improving at this.	I need help with this.	**When I write, I can**	I am good at this.	I am improving at this.	I need help with this.
			• think of good ideas			
			• organize my ideas			
			• express myself clearly so others understand what I mean			
			• write complete sentences			
			• capitalize words correctly			
			• use correct punctuation			

BEST COPY AVAILABLE

Skills Preview

This preview will give you an idea of what you will do in this book. Before you begin Unit 1, complete as much of this preview as you can. Share your work with your instructor.

Reading Skills

Dear Dad,

I wish we could talk without getting mad. That is why I am writing to you. Last time we talked we both got angry. I said some things to you that I wished I had not said. I am sorry.

I know you do not agree with the choices I have made in my life. I know that you are unhappy with me. I do not do things to hurt you. I do them because I have to live my life the way I think is right.

Let's start all over again. Let's forget we said mean things to each other. Can you come to my place for dinner Friday? I still need you in my life. I need you to support me even if you do not agree with me.

Your loving daughter,
Jen

Choose the best answer to each question.

1. Who wrote the letter?
   (1) a father
   (2) a daughter

2. You can tell that Jen is the kind of person who
   (1) wants a better relationship with her father
   (2) will do what her father wants her to

3. What is the main idea of the letter?
   (1) Fathers and daughters should always agree with each other.
   (2) A daughter wants to start getting along with her father.

More Reading Skills

First Day

Eva arrived at her new job on time. Her hands were shaking. She felt the sweat on her forehead as she walked into the busy office. "You can get right to work answering the phones," said Eva's boss, Ms. Smiley. Ms. Smiley did not act very friendly. In fact, she did not even smile once.

In the next few hours, many people passed by Eva's desk. Not one of them said hello. No one even looked her way. Eva began to wonder if she had made the right choice about taking this job.

At noon, a woman came up to Eva's desk. "Hi, I'm Iris. Sorry it's been so busy here. Most of the time things are not so rushed and much more friendly. I'm taking my lunch now. Would you like to join me?" Eva smiled. Maybe I made the right choice after all, she thought.

Choose the best answer to each question.

4. How can you tell Eva is trying to be a responsible worker?
   (1) She will join Iris for lunch.
   (2) She got to work on time.

5. From the statements "Her hands were shaking. She felt the sweat on her forehead" you can tell that
   (1) Eva was nervous
   (2) Eva was hot

6. What is the turning point, or climax, of the story?
   (1) when no one stopped to say hello
   (2) when Iris is friendly to Eva

Write About It

On a separate piece of paper, write about the topic below. Use the checklist below to revise your draft.

Topic: Write about a problem you once had. Tell how you coped with the problem and perhaps how you solved it.

Revising Checklist

Revise your draft. Check that your draft

_____ includes your important ideas
_____ is clear and easy to read
_____ has details to explain what you mean

Make changes on your draft to improve your writing. Copy your revised draft of your writing on the lines below. Then share it with your instructor.

Skills Preview Answers

Reading Skills

1. (2)
2. (1)
3. (2)

More Reading Skills

4. (2)
5. (1)
6. (2)

Skills Chart

The questions in the Skills Preview assess students' familiarity with the following skills:

Question	Skill
1	finding details
2	understanding character
3	understanding main idea
4	understanding character
5	inferring
6	understanding plot

BEST COPY AVAILABLE

Unit 1 Family Ties

All families are different. Some families are large. Others are quite small. Some have many children. Others have none at all. But most families share one thing. They have family ties.

Family ties are the bonds that hold families together. They can be bonds of love. They can be bonds of trust and understanding. They also can be bonds of duty. These bonds are strong. They hold families together in good times and bad.

Before you read Unit 1, think of your own family. Do you have family ties? If so, how do they hold your family together?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know.

Lesson 1

LEARNING GOALS

Strategy: Imagine what you read
Reading: Read a story
Skill: Understand plot
Writing: Write a sequence of events
Word Work: The vowel combinations *ie* and *ei*

Before You Read

"Family Is Family" is a story about a woman who has been feeling sick for more than a month. Before you read "Family Is Family," think about a time when you felt very sick. What were you most worried about?

A. Imagine you are feeling sick. Place a check by each thing you might worry about.

_____ Do I have a serious illness?
_____ Will I lose time from work?
_____ Who will care for my family?
_____ Will doctors and tests cost me a lot of money?

B. Now imagine you are in the hospital. You cannot work. You need someone to take care of your child. Check each person who could help you.

_____ your husband or wife
_____ your mother or father
_____ another family member
_____ a friend
_____ a neighbor
_____ a church member

Key Words Read each sentence. Do you know the underlined words?

- The sick woman rode to the hospital in an ambulance.
- The doctor said she had an ulcer in her stomach.
- Marla felt relief when her mother came to help.

Use the Strategy

In this story, you will read about a sick woman named Marla. To help you understand Marla's story, imagine that you can see and hear what you are reading about. Try to think and feel the way Marla and the other people in the story do.

Family Is Family

"Keith, I told you to go to bed!" Marla snapped at her 10-year-old son. Marla was tired. She felt sick. She did not mean to snap at Keith. But he was not listening to her.

Marla lay in bed with a burning pain in her stomach. She had felt it off and on for weeks. She knew it was a sign that something was wrong. But Marla did not have time to be sick. She had a son and a home to take care of. She had a job to go to.

"Besides," Marla thought, "if I'm sick, who will help me?" Marla knew she could not ask her mother. They had had a fight last year and had not spoken since. Marla felt all alone.

The next morning, Marla woke up at eight. When she stood up, a sharp pain shot through her stomach. She cried out and fell back onto the bed. Something was wrong.

Marla reached for the phone. She called an ambulance. She and Keith rode to the hospital. Keith was scared, and he cried.

◀ **Check-in**

Think about what you have read so far. Did you feel Marla's pain and picture her falling back? Could you see Keith's scared face and hear him cry?

After some tests, the doctor spoke with Marla. "You have an ulcer. You're going to be fine. But you will need to stay here at least overnight. Then you must rest at home. Do you have someone to take care of things at home for you?"

Marla shook her head. She could not ask her mother. She could not call her friends either. They all had jobs and families of their own to care for. "No," she said. "I don't."

Later that day, Marla lay in her hospital room. She was worried. Marla did not know what she would do. Suddenly, the door to her room opened. Keith peeked into the room. "I have a surprise for you, Mom," he said.

Keith opened the door wider. In walked Marla's mother, Ann. She smiled as she rushed to Marla's side. She gave Marla a big hug.

"How did you know?" asked Marla.

Ann looked over at Keith. "I have quite a grandson here," she said. "He called me and told me you were sick. I came right away. You and I may not always agree, but family is family. I will always be here for you."

Marla smiled with relief. She wasn't alone after all. In fact, she was starting to feel better already.

▶ **Final Check-in**

As you read the story, could you imagine how Marla felt when she was alone? Did you imagine how she looked when her mother came to help?

After You Read

A. **Did the Story Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Choose one or more words to tell how Marla felt at the beginning and at the end of the story.

happy
scared
worried
alone
relieved
tense

a. At the beginning, Marla felt ____________________

b. At the end, she felt ____________________

2. Why did Marla feel she could not call her mother?
(1) Her mother had never cared about her.
(2) Her mother would still be angry about their fight.

3. What do you think will happen over the next few days?
(1) Ann will take care of Keith.
(2) Keith will stay in the hospital with Marla.

Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

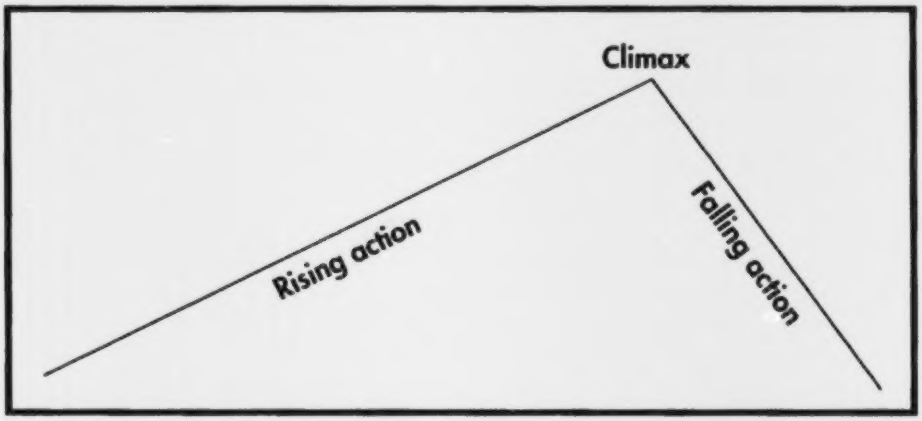
Ann says, "Family is family." What is Ann telling her daughter? Do you agree with Ann? Why or why not?

Think About It: Understand Plot

The **plot** of a story is what happens in the story. It is the action in the story. A plot follows a plan. The plan has three important parts. The parts usually take place in this order:

1. The **rising action** introduces the characters, the people in the story. It also tells about a problem or conflict.
2. The **climax** is the turning point of the story. It is the event that solves the problem. It usually happens near the end of the story.
3. The **falling action** tells the effects of the climax and draws the story to a close.

The plot of a story can be pictured like this:



You can understand the plot of "Family Is Family" by answering three questions:

1. What is the main problem in the story?
   Marla is sick, and she is worried because she has no one to help her and her son.

All the events that take place when Marla is sick and worried are part of the rising action.

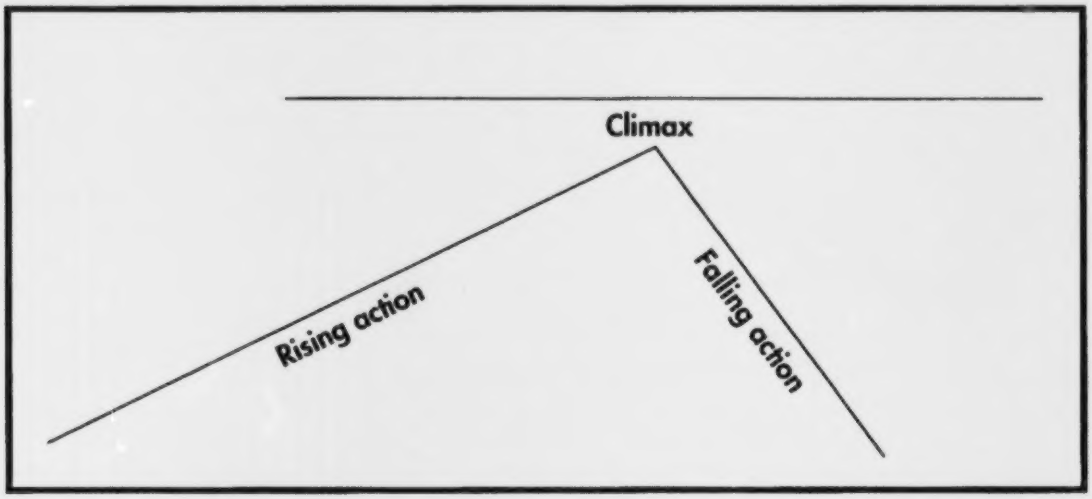
2. What event is the turning point?
   Suddenly the door opens. Marla's mother, Ann, has come to help.

This event is the climax. It helps solve Marla's problem.

3. What happens after the turning point?
   Ann explains how she learned Marla was sick. She says she will help Marla. Marla is relieved.

These events are the falling action.

Practice Make a plot map of "Family Is Family." Write the answers to the three questions on the correct lines below. You can make the answers shorter if you like.



Retell Retell the story in your own words. Use your plot map to help you. Tell other details that you remember.

Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

How is Keith part of Marla's problem? How is he part of the solution to her problem?

Write About It: Write a Sequence of Events

In a story, the **sequence of events** is the order in which the events happen. In "Family Is Family," you read about Marla and her family. Now write some of the events you read in the correct sequence. Some of the events in the story are listed below.

A. Prewrite Number these events in the order in which they happened.

_____ Ann appeared in Marla's room.
_____ Marla had a pain in her stomach.
_____ Keith called Ann.
_____ Marla smiled with relief.
_____ Marla went to the hospital.

B. Write Write the events in the correct sequence on the lines below.

First, ____

Second, ____

Next, ____

Then, ____

At the end, _______________________________________

Word Work: The Vowel Combinations *ie* and *ei*

The vowel combinations *ie* and *ei* can both make more than one sound.

A. Read the words below. Listen to the long vowel sound in each word.

***ie* as in *brief* (long *e*)**		***ie* as in *pie* (long *i*)**
chief	relief	die
field	belief	lie
piece	believe	tie

When you see *ie* in an unknown word longer than three letters, try long *e* first. When a three-letter word ends with *ie,* try long *i.*

B. Read these words. Listen to the long vowel sounds.

***ei* as in *eight* (long *a*)**		***ei* as in *seize* (long *e*)**	
neighbor	vein	ceiling	receive
weigh	veil	leisure	conceive
weight	rein	receipt	deceitful

When you see *eigh* in a word, try long *a.* When you see *cei,* try long *e.* When you see *ei* in a word, try long *a* first. If you don't recognize the word, try long *e.*

C. Read the words in each row. Cross out the word that does not have the same vowel sound as the first word.

1. **belief**	chief	tie	field
2. **veil**	freight	weight	receipt
3. **ceiling**	relief	sleigh	deceive
4. **die**	cries	pies	niece
5. **eight**	leisure	neighbor	weigh

Lesson 2 ▶

LEARNING GOALS

Strategy: Retell
Reading: Read a letter
Skill: Understand the main idea and details
Writing: Write a letter
Word Work: The letter combinations *ow* and *ou*

Before You Read

"To My Son" is a letter written by a man in prison. He is writing the letter to his young son. Before you read the letter, think about how a father in prison might feel. Check each thing you think he might want to tell his son.

_____ how many people live near the prison
_____ how he feels about not seeing his son
_____ how to write a letter
_____ what life in prison is like
_____ when the prison was built
_____ why he is in prison
_____ how much money the prison cost to build

Think about a time when you explained something to a child. What did you explain? What kind of words did you use? Were you able to make the child understand?

Key Words Read each sentence. Do you know the underlined words?

- This is a special place.
- A correctional institution is another name for a prison.
- My daily schedule includes a walk each morning.
- Lunch is served in the cafeteria at noon.

Use the Strategy
In this letter, you will read about a prisoner's thoughts and feelings. To help you understand the letter, keep asking yourself, "What is the writer telling about now?"

To My Son

Larry J.H.

Dear Son,

This is a special writing for you to help you understand why we cannot be together. At times you may feel angry at me. You may think that if I really loved you, I wouldn't have left you. I would have stayed at home.

So I want you to understand that I had to go away. I broke the law. That means that I did something I shouldn't have done. I had to go to court. The judge sent me to a special place called a correctional institution for men.

Check-in What has the father just told his son about?

This place is not like the jails they show on TV. We do have guards here but they do not carry guns.

All the men here live on a schedule, just as you do at home. We eat together in a big room like the cafeteria in a school. The food is okay. Every day, everyone goes to school or has a job to do. We can watch TV at night. The hardest part for me is that I cannot be with you.

Some kids think that if they had been better children, their fathers would have stayed at home. But this isn't true. You had nothing to do with the reason I had to come here. And there was nothing you could have done to change what happened to me. I'm here because of my own problems.

One father told me his child tried to get into trouble too, so he'd be sent here to be with him. But children cannot stay here. It made him sad to have his child get into trouble.

What is the father telling his son about now?

◀ **Check-in**

While I have to be away, I trust that you will do your best to get along well at school, at home, and in the neighborhood. I want you to have a good life now and in the future. Remember that the people taking care of you are doing it for you and me.

Someday I hope that you and I will talk about what happened to me. We will talk about how you felt and what you did while we had to be apart.

For now, let's be brave and strong. Please carry my love with you always.

Your father

▶ **Final Check-in**

Think about the letter you just read. Tell what the letter was about in your own words.

After You Read

A. Did the Letter Make Sense? Reread the sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Check each thing that the father talked about in his letter.

_____ what the prison looks like
_____ why he is in prison
_____ what life in prison is like
_____ how his being in prison was not his son's fault
_____ how to do well in school
_____ what he wants his son to do

2. Which title would be better for this letter?

(1) A Prisoner Leads a Hard Life
(2) A Father Writes a Difficult Letter

3. How do you think the father feels about his son?

____

____

Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

The father writes, "Someday I hope that you and I will talk about what happened to me. We will talk about how you felt." Do you think the father and child should talk about what happened? Why or why not? What do you think the child might tell his father?

Think About It: Understand the Main Idea and Details

The **main idea** of a piece of writing is the most important point that the writer wants to share. **Supporting details** help explain the main idea.

Think about the letter "To My Son." Think about the most important point in the letter. Sometimes the main idea is stated by the author. Sometimes you have to put it in your own words. The main idea of the letter is this:

- A father in prison wants his son to know he loves him.

These are some details in the letter that support the main idea:

- The hardest part of prison life is that the father cannot be with his son.
- The father wants his son to know that his son is not to blame.
- The father says, "Please carry my love with you always."

Which of these details in the letter also supports, or helps explain, the main idea?

(1) The father lives on a schedule, as the son does.
(2) The father wants his son to have a good life.

The second detail helps show you the father's love for his son. It supports the main idea.

You can picture the main idea and details this way:

Main Idea

A father in prison wants his son to know he loves him.

Detail	Detail	Detail	Detail
The hardest part of prison life is that the father cannot be with his son.	The father wants his son to know that his son is not to blame.	The father says, "Please carry my love with you always."	The father wants his son to have a good life.

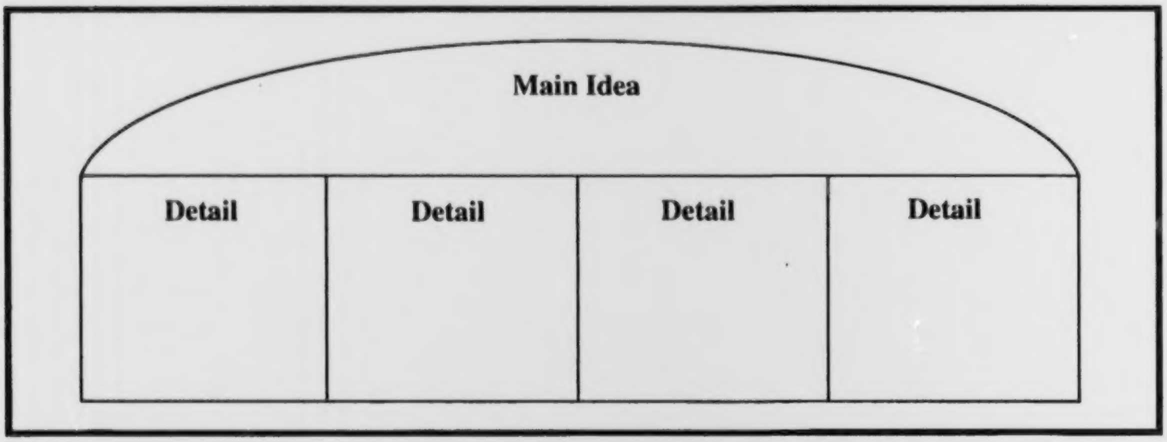
Practice Read the story below. Think about the main idea of the story.

A Day Together

Fred is going to spend the day with his son. They have their day all planned. First, they are going on a bike ride. Then they are going to stop for lunch. Later, they are going to watch a ball game. In the evening, they plan to see a movie.

1. Which of the following tells the main idea of "A Day Together"?
    (1) Fred and his son are going to the movies.
    (2) Fred has plans to spend the day with his son.
    (3) Fred and his son are going to watch the ball game.

2. Write the main idea of the story "A Day Together" in the chart below. Then write four details that help support the main idea.



3. Share your completed chart with a partner. Compare the ideas in both your charts.

Write About It: Write a Letter

In "To My Son," a father gave advice to his child. Now write a letter with advice you would give a child in your family. The child could even be you when you were young.

A. Prewrite Think of what you have learned about life that you would like to tell a child. List three things you think would help a child have a good life.

____

____

____

B. Write Now write your letter on the lines below.

Dear ______________________,

Here are some things I think will help you have a good life.

First, ______________________________

____

Second, ______________________________

____

Third, ______________________________

____

I hope you find these things good to know.

With love,

____

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: The Letter Combinations *ow* and *ou*

A. The letter combination *ow* makes more than one sound. Read the words below. Listen to the vowel sound in each word.

ow* as in *low		***ow* as in *now***	
blow	own	how	down
grow	shown	allow	clown
know	tomorrow	crowd	shower

When you see *ow* in an unknown word, try long *o* first.

B. The vowel combination *ou* makes many different sounds. Listen to the vowel sounds in the words below.

ou* as in *out		***ou* as in *young***		***ou* as in *could***	
about	mouth	double	rough	could	couldn't
loud	around	touch	tough	would	wouldn't
house	county	country	enough	should	shouldn't

ou* as in *you	***ou* as in *soul***	***our* as in *four***	***ou* as in *ought***
soup	dough	pour	bought
group	shoulder	your	brought
youth	though	court	fought
through	thorough	mourn	thought

When you see *ou* in an unknown word, try *ou* as in *out* first. It is the most common sound for *ou*.

C. Read the words in each row. Cross out the word that does not have the same vowel sound as the first word.

1. **show** now blow crow
2. **plow** cow mow brow
3. **group** soup youth though
4. **young** rough double mouth
5. **about** loud touch shout

Lesson 3 ▶ LEARNING GOALS

Strategy: Use your experience to help you understand what you read
Reading: Read a poem
Skill: Identify rhythm and rhyme
Writing: Write a poem

Before You Read

"The Quarrel" is a poem about a fight a brother and sister had over something unimportant. Before you read "The Quarrel," think about a foolish fight you had with someone in your family.

A. Who did you have the fight with?

____

What was the fight about?

____

When did you see that the fight was foolish?

____

What did you do then?

____

B. Now think of what you know about poetry. Check each thing you might expect to find in a poem.

_____ a table of contents
_____ a title
_____ words that rhyme
_____ short lines
_____ long speeches
_____ a beat or rhythm

Key Words Read each sentence. Do you know the underlined words?

- I quarreled with my brother over something foolish.
- There was only a slight hurt to her feelings.
- He thumped me on the back with his hand.

▶ **Use the Strategy**
To help you understand "The Quarrel," ask yourself, "Has something like this ever happened to me?"

The Quarrel

Eleanor Farjeon

I quarreled with my brother,
I don't know what about,
One thing led to another
And somehow we fell out.
The start of it was slight,
The end of it was strong,
He said he was right,
I knew he was wrong!
We hated one another.
The afternoon turned black
Then suddenly my brother
Thumped me on the back,
And said, "Oh, *come* along!
We can't go on all night—
I was in the wrong."
So he was in the right.

▶ **Check-in**
How is what happened in the poem like your own experience? How is it different?

After You Read

A. Did the Poem Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Think about a foolish quarrel you had with someone. How did you feel afterward? Check the answers that are true for you. Add another feeling if you like.

    _____ upset
    _____ worried
    _____ foolish

    ____

2. The brother said, "I was in the wrong." What does the poet mean by then saying, "So he was in the right"?

    (1) The brother really had been wrong.
    (2) The brother was right to end the fight.

3. "The start of it was slight, The end of it was strong." What do these lines mean?

    (1) The fight started off small, then became worse.
    (2) The brother was not angry, but the sister was.

▶ **Talk About It**

Discuss the questions below with a partner or small group. If you like, write a response.

Why do we fight with people in our families? Why is it important to make up?

Think About It: Identify Rhythm and Rhyme

Rhythm

Poems contain a **rhythm,** or beat. The rhythm is created because certain words and word parts are stressed. For example, the capital letters show the stresses in the first line of "The Quarrel."

i QUARreled with my BROTHer.

The stresses form a pattern through the poem. This pattern is the rhythm. Read "The Quarrel" out loud. Listen to the rhythm as you read. Clap or tap the rhythm as you read it aloud again.

Rhyme

Many poems also contain words that **rhyme.** When two words rhyme, they end with the same sound. For example, *blow* and *show* rhyme.

Most rhymes are at the ends of the lines in a poem. Look at the ends of the first few lines in "The Quarrel." What word rhymes with *brother?*

____

The word at the end of the third line, *another*, rhymes with *brother*.

A. Read the first part of "The Quarrel" out loud again. Write the word in the poem that rhymes with each word below.

about ____________________

slight ____________________

strong ____________________

Did you write that *out* rhymes with *about*, *right* rhymes with *slight*, and *wrong* rhymes with *strong?*

B. Read aloud the second part of the poem. Write the word pairs that rhyme.

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

The rhyming pairs are: *another* and *brother; black* and *back; along* and *wrong; night* and *right.*

Words that rhyme do not have to be spelled alike. For example, *rain* and *cane* rhyme. Also, words that are spelled alike but sound different are not rhyming words. As we saw in lesson 2, *low* and *now* do not rhyme.

Practice

A. Read the words in each row. Cross out the word that does not rhyme with the other words.

1. tie	try	lie	cried
2. rain	weigh	rein	vein
3. blow	grow	allow	know
4. down	shown	town	clown
5. bought	thought	about	ought
6. rough	stuff	though	tough

B. Write a word that rhymes with each word below. Remember, words that rhyme do not have to be spelled alike.

1. sky ________________________

2. brief ________________________

3. eight ________________________

4. out ________________________

5. round ________________________

6. four ________________________

7. blow ________________________

8. how ________________________

9. weigh ________________________

10. through ________________________

Write About It: Write a Poem

In "The Quarrel," you read about a foolish fight between a brother and a sister. Now write your own poem about a family member. It could be about a foolish fight, or it could be about anything in your life with this family member. You can use the poem started below if you like.

A. Prewrite Think about the family member you want to write about. Read the lines of the poem below. On another paper, jot down different ways to complete each line.

Remember that not all poems have rhyme or a regular rhythm. Decide if you want yours to.

B. Write Use your best ideas to finish this poem.

My ____________________
(family member)

Sometimes we fight about ____

Sometimes we laugh about ____

Sometimes we cry about ____

Always we ____

▶ **Hold on to this work.** You may use it again at the end of this unit.

▶ **Talk About It**

Share your poem with a partner. Tell what you liked about your partner's poem. Ask what your partner liked about yours.

Writing Skills Mini-Lesson

Adding Endings that Start with a Vowel

Sometimes you need to add an ending to a word. When the ending starts with a vowel, follow these spelling rules:

1. For most words, just add the ending.
   look + ing = looking   play + er = player   assist + ant = assistant
2. If a one-syllable word ends with one vowel plus one consonant, double the final consonant (unless it is *w* or *x*).
   drop + ed = dropped   hid + en = hidden   **but:** fix + ed = fixed
3. If a word ends with a silent *e*, drop the *e*.
   type + ist = typist   use + able = usable   operate + or = operator
4. If a word ends with a consonant plus *y*, change the *y* to *i* unless the ending starts with *i*.
   happy + est = happiest   carry + er = carrier   **but:** carry + ing = carrying

Practice Copy the paragraph below on your own paper. Add the endings to the words as indicated. You may have to add, drop, or change letters. Then read the paragraph.

Last night, my family was relax (+ ing) and play (+ ing) cards with my two aunts. Suddenly my old (+ er) aunt announce (+ ed), "Luis and I are get (+ ing) marry (+ ed). My mother hug (+ ed) her, cry (+ ing), "Finally! I never stop (+ ed) hope (+ ing)! You'll be the happy (+ est) couple." Then all of us start (+ ed) plan (+ ing) the wedding.

Unit 1 Review

Reading Review

This reading is about family ties. Read it and answer the questions.

Grandma Pat

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Choose the best answer for each question.

1. Which of the following tells the main idea of the reading?
    (1) The writer was lucky to have Grandma Pat when he was young.
    (2) Grandma Pat didn't care much about the writer.

2. Which of the following details helps support the main idea?
    (1) The writer's granddaughter is two months old.
    (2) Grandma Pat made the writer feel special.

3. Which would be a good title for this piece of writing?
    (1) My Grandma Pat
    (2) It's Hard to Be a Grandparent

Writing Process

In Unit 1, you wrote two first drafts. Choose the draft that you would like to work with more. You will revise, edit, and make a final copy of this draft.

_____ your letter of advice to a child (page 28)
_____ your poem about a family member (page 35)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check for this specific point:

Letter: Are there three clear pieces of advice in your letter?
Poem: Did you include your best ideas to tell about you and your family member?

Unit 2 Life Goes On

Sometimes things happen in life that cause us pain or sorrow. At one time or another, each of us faces a crisis. It could be a health problem. It could be trouble at home or on the job. It could be your best friend moving away. It could even be the death of a loved one.

We have to learn to cope with things that we cannot change. There are different ways of coping. We may make new friends. We may learn to do things differently. Or we may simply have to learn to live with a loss. We learn that life goes on in spite of our pain or sorrow.

Before you start Unit 2, think about a crisis in your own life. How did you cope with it? What helped you most?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

Lesson 4 ▶

LEARNING GOALS

Strategy: Imagine what you read
Reading: Read a story
Skill: Understand character
Writing: Write a note
Word Work: Context clues

Before You Read

"Saying Good-bye" is a story about two women. They are best friends. Think about the title. What do you think might happen in the story?

____

____

A. Have you ever had to say good-bye to a good friend? How does saying good-bye make you feel? Check each way you might feel. Add some feelings of your own if you like.

_____ angry _____ upset ______________________

_____ sad _____ bored ______________________

B. Now check each thing that might be helpful to do when you have to say good-bye to a friend.

_____ forget the friend as soon as you can
_____ keep in touch with the friend
_____ try to make new friends
_____ pretend you don't care

Key Words Read the sentence. Do you know the underlined word?

- Hector had an interview for a new job last week.

Use the Strategy
To help you understand this story, imagine you can see and hear what is happening. Picture the people in the story. Hear what they say. Imagine how they must be feeling.

Saying Good-bye

Rosa and Carmen sat in the cafeteria eating lunch. They had been best friends since high school. Now they worked in the same big store. They ate lunch together every day.

Rosa and Carmen were close. But they were very different. Carmen loved people. Carmen had a husband, Hector, and a young son. Rosa was quiet. Carmen was her only close friend. Rosa's family had moved back to Mexico. Since her boyfriend, Manny, left, she had lived on her own.

Rosa could read Carmen like a book. She could tell what mood Carmen was in. Today Carmen seemed quiet. And it was not because of the noise in the cafeteria. Rosa said, "Carmen, what's wrong with you? You seem down."

Check-in ▶ Try to picture the cafeteria and hear the noise. Imagine Rosa and Carmen sitting together. How do they look?

Carmen looked at Rosa. She said, "I have something to tell you. You know Hector finished night school. Well, he had a job interview a few weeks ago. Yesterday, he got the job. But it's in L.A. We have to move there."

Rosa's stomach turned. Los Angeles was 200 miles away. If Carmen moved, Rosa would be all alone.

Rosa tried to stay calm. She did not want Carmen to know how scared she felt. Because she was so quiet, people thought nothing ever bothered her. But that was not true. It was just hard for Rosa to show her feelings.

How do you imagine Rosa looks now? How does she feel?

◀ **Check-in**

Carmen kept talking. "I'll miss you. When my mother died, you knew just what to say and do. When my nylons ran on my wedding day, you gave me your own! And when I found out I was pregnant, you were the first person I told."

Rosa took Carmen's hand. She did not tell Carmen how alone she would feel. Instead, Rosa said, "Carmen, I'm happy for you and Hector. He's worked hard to get a good job. The two of you will love L.A. And you know I'll always be here for you."

Carmen smiled. "You always did know the right thing to say." Then she saw the clock on the wall. "Oh, I've got to go. Are you coming too?" she asked.

"No, I've got a few more minutes," Rosa answered. "I want to finish my coffee." But when Carmen had gone, Rosa went into the ladies' room. She looked in the mirror. There she saw a young woman with short black hair and large worried eyes.

Then Rosa reminded herself. She had made it through when her family moved. She had made it through when Manny left. She could make it through saying good-bye to Carmen. Besides, she did not really have to say good-bye. Two hundred miles isn't so far. And there is always the phone.

▶ **Final Check-in**

Could you picture what happened in the story? Could you hear the friends talking and imagine how they were feeling?

After You Read

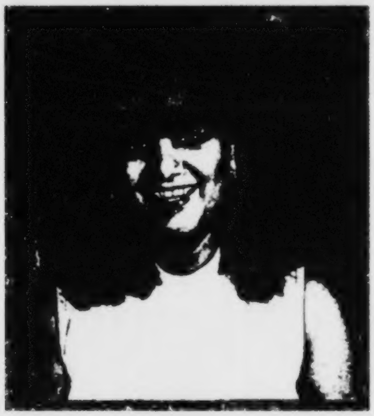
A. Did the Story Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

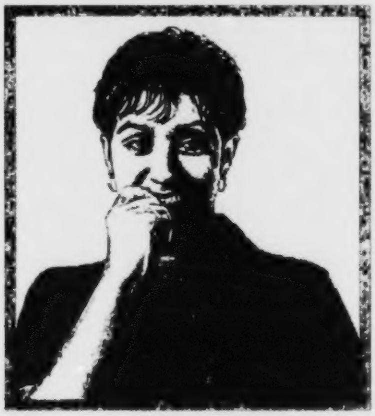
C. Answer These Questions

1. What did Rosa see when she looked in the mirror?

(1)



(2)



2. What is Rosa's main problem in the story?

(1) She did not have a boyfriend.

(2) Her only friend was moving away.

3. What does the last line of the story mean?

(1) Rosa could talk with Carmen on the phone.

(2) A new friend might call Rosa.

▶ **Talk About It**

Discuss the questions below with a partner or small group. If you like, write a response.

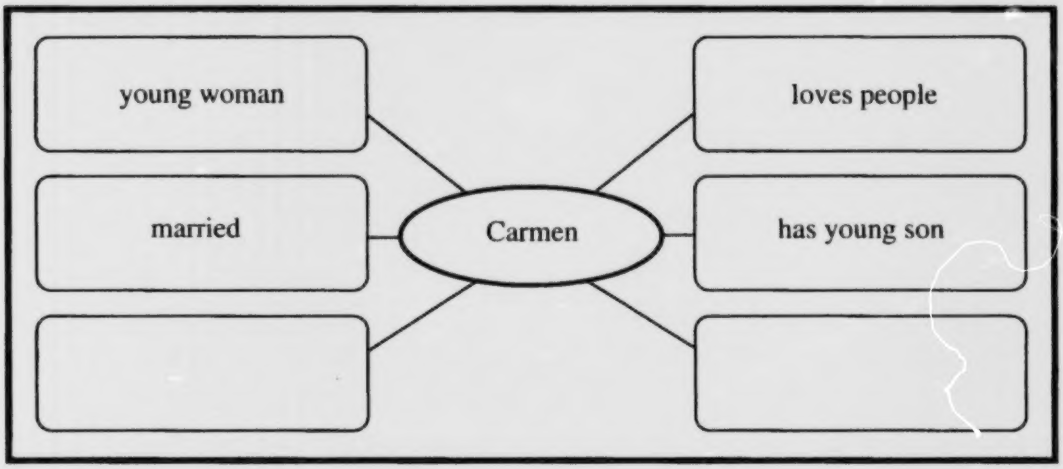
Why didn't Rosa tell Carmen how she really felt? Do you think Rosa did the right thing when she did not tell Carmen how she was feeling? Why or why not?

Think About It: Understand Character

A **character** is a person in a story. As you read a story, you can learn things about the characters. For example, you may learn

- what a character looks like
- how the character deals with life
- the character's background
- what the character thinks
- what kind of person the character is

For example, this character web shows some things you learned about Carmen in "Saying Good-bye":



Fill in the rest of the character web with two other things you learned about Carmen. Choose from this list.

dresses in bright clothes

Rosa's best friend

has a sense of humor

is moving

is usually late

is often angry

The story says Carmen is moving. It also tells you that Carmen and Rosa are best friends. Those two phrases complete the character web of Carmen.

Practice

The **main character** is the person that the story is mostly about. Rosa is the main character in "Saying Good-bye."

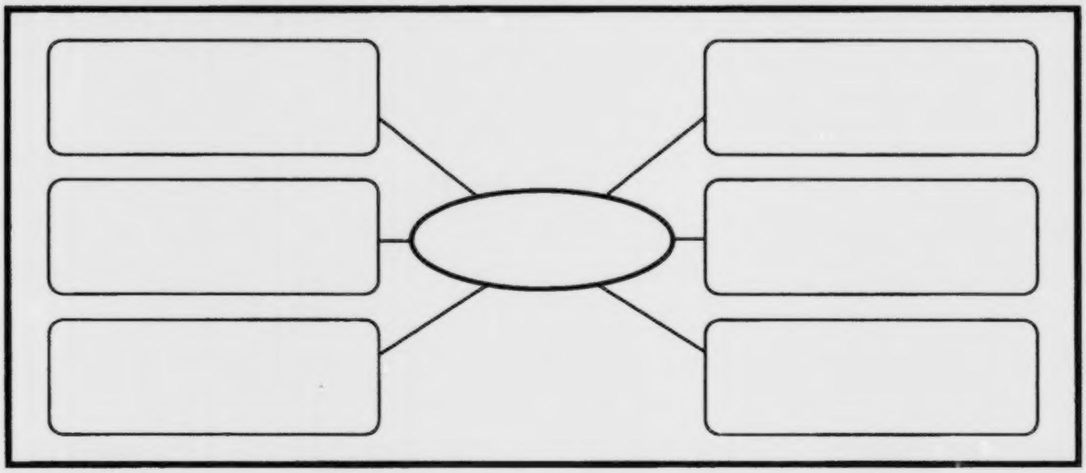
1. Make a list of words or phrases that describe Rosa. Describe the kind of person she is as well as the way she looks. Look back at the story if you like. The first one is done for you.

Mexican background ____________________

____________________ ____________________

____________________ ____________________

2. Make a character web about Rosa. Write her name in the large oval in the center. Then use your list from number 1 to complete the web.



3. Which statement would Rosa probably agree with?
   (1) Grin and bear it.
   (2) Don't hold anything back.

4. Write one way that Rosa and Carmen are alike.

____

5. Write one way that they are different.

____

Write About It: Write a Note

In "Saying Good-bye," you read about Rosa. Her best friend was moving away. Suppose you were to write a note to Rosa. You want to help her feel better. Suggest some ways to cope with Carmen's moving away.

A. Prewrite Review the character web you made for Rosa. On these lines, list a few ideas you would say to her in a note.

________________ ________________

________________ ________________

________________ ________________

B. Write Use your ideas to write your note. The note has been started for you.

____

(date)

Dear Rosa,

I know you must miss Carmen. Here are some things that might help you cope with her moving away.

____

____

____

____

____

Sincerely,

____

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: Context Clues

How can you figure out a word you don't know when you are reading? One way is to look at the words and sentences around it for hints. These hints are called **context clues.** Read these sentences. Imagine the blank is a word you can't read.

- Hector was looking for work. A few weeks ago, he had a job

  ________________. Yesterday, he got the job.

How can you figure out the word that goes in the blank? A hint in the first sentence is "looking for work." In the last sentence, a hint is "got the job." What do people do between looking for work and getting a job?

____

People looking for work go on job interviews. Put the word *interview* in the blank. Read the sentences. Does *interview* make sense? Do you think *interview* is the missing word? Probably it is.

When you read, use context clues to figure out words.

Practice Some words are missing in the sentences below. Use context clues and the first letter of each word to figure out what the word is. Write it on the line.

1. When Carmen left, Rosa ate alone in the c________________.

2. Rosa was b________________ by the fact that Carmen was moving. But she acted happy for Carmen instead of upset.

3. Rosa looked in the bathroom m________________ before she went back to work.

Lesson 5 ▶

LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read two poems
Skill: Understand the use of repetition
Writing: Write a poem

Before You Read

In this lesson, you will read a poem called "Lament." A lament is a song or poem that tells of grief or sorrow. The poem "Lament" tells about a woman who is coping with the death of her husband.

In Lesson 3, you read a poem, "The Quarrel," that had rhyme and a strong rhythm. "Lament" does not have rhyme or a regular rhythm. Instead, the woman in the poem speaks in a more natural way.

Think of how it feels when a loved one dies. Check each word below that tells how the woman in the poem might feel. Add other words if you like.

_____ sorry _____ peaceful ____________________

_____ sad _____ depressed ____________________

Key Words Read each sentence. Do you know the underlined words?

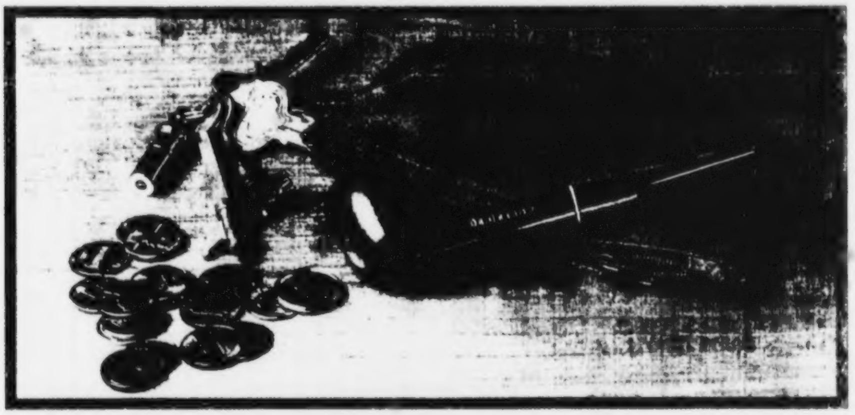
- The medicine made Dan feel better.
- The man was wearing gray trousers.

Use the Strategy

To help you understand the poem "Lament," think about what a woman must do after her husband has died. What does she say to her children? How does she probably feel?

Lament

Edna St. Vincent Millay



Listen, children:
Your father is dead.
From his old coats
I'll make you little jackets;
I'll make you little trousers
From his old pants.
There'll be in his pockets
Things he used to put there,
Keys and pennies
Covered with tobacco;
Dan shall have the pennies
To save in his bank;
Anne shall have the keys
To make a pretty noise with.
Life must go on,
And the dead be forgotten;
Life must go on,
Though good men die;
Anne, eat your breakfast;
Dan, take your medicine;
Life must go on;
I forget just why.

Check-in

As you read the poem, did you think about what a widow must do? Did the actions and thoughts of the speaker make sense? Did she feel the way you thought she would?

After You Read

A. **Did the Poem Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. How did the woman in the poem feel?

____

2. Compare your answer with the words you checked on page 48. Did the woman's feeling surprise you? ____________________

3. Who is the woman talking to?
(1) friends of the family
(2) her two children

4. What is the woman's main concern in the poem?
(1) forgetting her husband
(2) getting on with everyday matters

Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

How is the woman in "Lament" coping with the death of her husband? What does she mean by the last line: "I forget just why"?

Think About It: Understand the Use of Repetition

Poets choose their words carefully. Often they will repeat a word or phrase two or more times. This **repetition** helps poets get their meaning across.

Read aloud the poem "Lament." Write the statement that is repeated three times.

____

The statement "Life must go on" means the family must keep on with their lives. The woman repeats it three times because she is trying to make herself accept it. But each time she repeats the statement, it is followed by a different line. The three different lines help you understand her true meaning:

1. ▶ Life must go on,
And the dead be forgotten;

When the woman speaks these lines, she is trying to convince herself that she cannot spend all her time thinking about her husband. She must go on with her life and care for her children.

2. ▶ Life must go on,
Though good men die;

The woman is trying to accept that goodness does not spare a person from death. Perhaps she thinks that if she repeats the phrase "Life must go on" enough times, she will believe it.

3. ▶ Life must go on;
I forget just why.

Repeating "Life must go on" has not yet convinced her of its truth. She is still having a hard time accepting her husband's death and the fact that she must go on without him. At this moment, she is feeling that life is empty and without meaning.

Practice

During World War II, the leaders of Nazi Germany sent many Jewish people and others to concentration camps. Millions of those people died in the camps. The camps became known as death camps. The following poem was written by a child in one such camp.

Think about what life could have been like for the child who wrote this poem. As you read it, look for a repeated phrase that helps you understand his message.

From Tomorrow On

From tomorrow on I shall be sad,
From tomorrow on.
Not today. Today I shall be glad.
And every day, no matter how bitter it may be,
I shall say:
From tomorrow on I shall be sad,
Not today.

THE BETTMANN ARCHIVE

1. Write the three-word phrase that is repeated three times in the poem.

2. What is the poet "putting off" until tomorrow?

3. When you keep "putting something off" until tomorrow, do you ever do it? Explain.

4. What is the poet's main message?
   (1) He believes he will be free tomorrow.
   (2) By coping with his situation one day at a time, he keeps his will to live.

Write About It: Write a Poem

In this lesson, you read two poems. Both poets wrote about coping. Both poems showed how poets repeat a phrase to help you understand their message. Now write a poem of your own.

A. Prewrite Think about something you would like to change about yourself or your life. What could you do to change it? Write down a few ideas on a separate paper.

B. Write Complete the poem below with your own ideas.

From Today On

by ______________________________

From today on ______________________________,
From today on.
Today I shall ______________________________.
And every day, no matter how ______________________,
I shall say:
From today on ______________________________.

▶ **Hold on to this work.** You may use it again at the end of this unit.

▶ **Talk About It**

Discuss these questions with a partner or small group. If you like, write a response.

How is the poet of "From Tomorrow On" coping with life in a concentration camp? How does his way of coping contrast with that of the woman in the poem "Lament"?

Lesson 6 ▶

LEARNING GOALS

Strategy: Retell
Reading: Read a biography
Skill: Make inferences
Writing: Write a letter
Word Work: Context clues

Before You Read

"Life in the Hearing World" is a biography of Michael Delani. A biography is a true story about the life of a real person. Michael is a young man who is deaf.

A. Here is one fact you might find out about a person in a biography. What are some other things?

When the person was born ____________________

____________________ ____________________

B. What other things might you read about in a biography about a young deaf person? Check each answer you think is true.

_____ what life without being able to hear is like
_____ the number of deaf people in the world
_____ how the person copes with being deaf
_____ all the different causes of deafness

Key Words Read each sentence. Do you know the underlined words?

- Doctors were not sure the sick child would survive.
- Use your hands and arms to communicate in sign language.
- Deaf people like Michael are physically challenged.

Use the Strategy
To help you understand this biography of Michael Delani, keep asking yourself, "What has been happening with Michael? What is he doing to cope in the hearing world?"

Life in the Hearing World

When Michael Delani was born, he had a weak heart. He also was born without the part of the body that brings food down to the stomach. "We can try to help your son," a doctor told Michael's parents. "But we are not sure he will survive."

Michael did survive. But by the age of 3, Michael still could not speak. Then his parents learned their son was deaf.

Deafness did not stop Michael. He went to a school for deaf children. He learned to read, write, and do math. He and his family learned sign language. Michael also began to learn how to speak.

While at school, Michael got a hearing-ear dog named Prince. A hearing-ear dog is trained to act as the ears of a deaf person. Prince would alert Michael when he heard the alarm clock, the doorbell, or a fire alarm. Michael and Prince soon became best friends.

MICHAEL DELANI

Check-in Think about what you have already read. What facts have you learned about Michael? What has he done to cope with living in the hearing world?

Michael tried to live his life like other young people. He learned how to drive. After he finished school, he looked for a job. "I want to earn my own money," he said.

But Michael had a hard time getting a job. Michael could speak, but his words were hard to understand. Employers had a hard time interviewing him. So he had his parents go with him. They explained to employers what he said. Michael finally got a job as a cook.

When Michael was in his 20s, Prince died. Michael decided he did not need another hearing-ear dog. A few years later, Michael made another big decision. "I want my own apartment," he told his family.

What else has happened to Michael? What other things has he done to cope with living in the hearing world?

◀ **Check-in**

Michael's parents were not sure living on his own was a good idea. "Have you thought about how hard it might be?" they asked. "How will you know if someone is at your door? What if there is a fire?"

Still, Michael's family helped him look for a place to live. One day, he learned about a great apartment in another town. The apartment building was set up for the deaf and other physically challenged people. For deaf people, a light in their apartment would flash if someone was at the door. In case of fire, lights would flash in each room. The bed would shake too. And Michael would have a teletypewriter, or TTY. A TTY is a special typewriter hooked up to a telephone. A person types a message and sends it over the telephone to someone else with a TTY who reads the message and types a response.

Michael moved into the apartment there. He now lives on his own. Every day brings new challenges. But Michael is happy. He is enjoying this latest chapter in his life.

▶ **Final Check-in**

Were you able to keep track of the main events in Michael's life?

After You Read

A. Did the Biography Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. List three important things you would tell someone about Michael Delani.

____

____

____

2. Give an example of how each of the following helped Michael to cope in the hearing world:

a. his parents ____

b. an animal ____

c. a machine ____

3. If Michael were looking for a store and could not find it, what would he probably do?

(1) ask someone for directions in writing

(2) go home and forget about shopping

▶ **Talk About It**

With a partner or small group, retell Michael's story in your own words. Then listen as your partner retells the story. Did both you and your partner include the same facts?

Think About It: Make Inferences

When you infer, you use clues to figure out something that is not actually stated—you "read between the lines." You **make inferences** every time you use your knowledge and experience and "put two and two together" to make sense of what you see and hear. For instance, if you see a friend carrying bags of groceries, you can infer that he has been grocery shopping. You can infer facts and ideas when you read. For example, read the two sentences from "Life in the Hearing World" below.

- "We can try to help your son," a doctor told Michael's parents. "But we are not sure he will survive."

Were Michael's health problems serious? ______________

Those two sentences do not tell you everything about Michael's health. But you can infer that his problems were very serious. If Michael's problems were minor, the doctors would not have told his parents that he might not survive.

You can infer things about characters as you read. To do so, look at how they act and what they say. For example, look at Michael's parents. You read that they

- learned sign language with him
- helped him get a job
- worried about him moving out
- helped him find an apartment

Which would you infer about Michael's parents?

(1) They thought he was a burden.
(2) They cared about him very much.

His parents' actions showed they cared about Michael. The biography never directly stated that they cared about Michael. But you could infer it.

Practice

Read the information from "Life in the Hearing World." Then use it to infer the answer to each question.

> ▶ When Michael Delani was born, he had a weak heart. He also was born without the part of the body that brings food down to the stomach. "We can try to help your son," a doctor told Michael's parents. "But we are not sure he will survive."
>
> Michael did survive.

1. Were the doctors able to help Michael? ____________

> ▶ But Michael had a hard time getting a job. Michael could speak, but his words were hard to understand. Employers had a hard time interviewing him. So he had his parents go with him. They explained to employers what he said. Michael finally got a job as a cook.

2. How long did it take Michael to find a job?
   (1) quite a while
   (2) a few days

> ▶ When Michael was in his 20s, Prince died. Michael decided he did not need another hearing-ear dog. A few years later, Michael made another big decision. "I want my own apartment," he told his family.

3. Think about the way Michael acted and the things he said. What kind of person can you infer he is?
   (1) He is shy and feels sorry for himself.
   (2) He is determined to be independent.

Write About It: Write a Letter

In "Life in the Hearing World," you learned about Michael Delani. Now write a letter to Michael asking other things you would like to learn about him.

A. Prewrite Think of five more things you'd like to know about Michael. Think of five questions to ask him. List the best three questions here.

____

____

____

B. Write Finish this letter with your questions.

____

(date)

Dear Michael,

I have read about your life. I'd like to learn more about you. Here are some questions I have.

____

____

____

____

____

Sincerely,

____

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: Context Clues

As we saw in Lesson 4, **context clues** are hints in sentences that you can use to understand new words. They can help you figure out words you do not know. They can also help you figure out meanings you are not sure of.

For example, suppose you did not know what "physically challenged" meant in this sentence:

> ▶ The apartment building was set up for deaf and other physically challenged people.

The context clues are "deaf and other . . . people." Deaf people are examples of people who are physically challenged. So you can figure out that "physically challenged" describes people who have challenging problems with their bodies.

Practice Use context clues in each sentence to choose the meaning of the underlined word.

1. Michael's employer explained the job of cook to him.
(1) person who hires workers
(2) person who likes to talk

2. Michael's bed shook to alert him that there was a fire.
(1) relax
(2) warn

3. Michael could have depended on other people, but he made the decision to help himself as much as possible.
(1) argument
(2) choice

4. Michael and his family communicated with sign language until he learned to speak.
(1) talked to each other
(2) went places together

Writing Skills Mini-Lesson: Using Capital Letters

Sometimes you need to use a **capital letter** at the beginning of a word. Use a capital letter for the following.

1. **The first word of a sentence and the word *I*.**
   There was a fire last year. **M**y wife and **I** lost everything.
2. **Days of the week, holidays, and months.**
   Monday, **F**riday, **L**abor **D**ay, **T**hanksgiving **D**ay, **J**anuary, **M**ay
3. **Names of places (cities, states, countries, continents).**
   St. **L**ouis, **C**alifornia, **M**exico, **A**sia
4. **People's names and titles.**
   Mr. **D**avid **G**elman, the **H**assans, **D**r. **J**ulia **E**stevez

Practice Copy the paragraph below. Use capital letters following the rules above.

one tuesday last november, there was a terrible fire in springfield. it burned our building and two others to the ground. my wife and i lost everything. our neighbor, evelyn williams, let us stay with her. that week, ms. williams gave us clothes and even made us thanksgiving dinner. she also helped us find a new apartment. in december, my family and i invited her to celebrate kwanzaa in our new home.

Unit 2 Review

Reading Review

This reading is about how one woman coped with a problem caused by being in a wheelchair. Read it and answer the questions that follow.

Where There Is a Will There Is a Way

Isaura Carneiro

Isaura Carneiro lives in Toronto, Canada. She has used a wheelchair since 1979. She learned to read and write English at St. Christopher House Adult Literacy Program. This is a true story written by Isaura. This story has been revised from its original book format.

It was January and a nice sunny day, but cold. I took my electric wheelchair and went to a mall 15 minutes from my apartment. I went to the bank to cash my check and I paid my bills.

On the way home, I passed by McDonald's. I felt like having some food to take home. I was outside by the door for about 5 minutes. Nobody showed up to open the door for me. I was very disappointed because I always think that I can do everything except walk.

Then I had an idea. I said to myself, "I can do it!" I went to the drive-through, which is where people in cars order food. When it buzzed, I ordered what I wanted. When the woman saw me, she started laughing. She said I had a good idea!

I got home with my food and I felt very proud of myself. The fact that I am in a wheelchair doesn't stop me from doing what I want. I just do it in a different way. I am very happy with my life.

Choose the best answer for each question.

1. What was Isaura's problem in her story?
   (1) A woman at McDonald's laughed at her.
   (2) She could not open a door from her wheelchair.

2. Which of these statements describes Isaura?
   (1) She thinks of ways to solve her problems.
   (2) She needs and wants other people to help her.

3. Why was Isaura proud of herself?
   (1) She got back home with her food from McDonald's still warm.
   (2) She had not let her wheelchair keep her from ordering food.

Writing Process

In Unit 2, you wrote three first drafts. Choose the draft that you would like to work with more. You will revise, edit, and make a final copy of this draft.

_____ your note to Rosa (page 46)
_____ your poem about a change you will make (page 53)
_____ your letter to Michael Delani (page 60)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:
Note: Do you have at least one good piece of advice for Rosa?
Poem: Were you clear about how you are going to change?
Letter: Have you included three good questions?

Unit 3 New Beginnings

GALLERY
galle
CUSTOM FR

We all begin something new sometime in our lives. That is because life is full of change. Change brings the chance for a new beginning.

The move to a new home is a new beginning. So is starting a new job. The birth of a child is a new beginning for both the child and the parents. Life after a divorce is a new beginning. Some new beginnings can be hard. Some can be wonderful.

Before you start Unit 3, think about changes in your life. What new beginnings have you made? What new beginnings are yet to come?

▶ **Be an Active Reader**

As you read the selections in this unit
- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

BEST COPY AVAILABLE

Lesson 7 ▶

LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read the words to a song
Skill: Make inferences
Writing: Write about a song

Before You Read

"Follow the Drinking Gourd" was a song sung by slaves before the Civil War. Its words told how to escape along the Underground Railroad. The Underground Railroad was not a real railroad. It was a secret route. It led from the slave states in the South to the free states and Canada in the North.

The song is really a code. For example, it talks about following a "drinking gourd." The drinking gourd is really the Big Dipper, a group of stars that points to the North Star. The other details in the song refer to landmarks along the way.

The song speaks of an "old man" who will carry people to freedom. We don't know who the "old man" was. A man called Peg Leg Joe taught slaves the song and made markings to help guide them north. Some people think he was the "old man" in the song. Other people think the "old man" referred to Harriet Tubman. Harriet Tubman was a slave who escaped along the Underground Railroad. Then she returned 19 times to help hundreds of other slaves escape. The "old man" could be any of the many people who helped the escaping slaves.

Before you read the song, think of what you already know about the time of slavery. Why do you think slaves would want to escape?

Key Words Read the sentence. Do you know the underlined word?

- A gourd is a plant with a hard shell that can be carved to form a drinking cup.

Use the Strategy
Remember that the words to the song are a code. They give directions for a way to escape north. Use that knowledge to help you understand the song.

Follow the Drinking Gourd

UPI/BETTMAN

HARRIET TUBMAN

Chorus:
Follow the drinking gourd,
Follow the drinking gourd.
For the old man is a-waiting
For to carry you to freedom
If you follow the drinking gourd.

When the sun comes back
And the first quail calls,
Follow the drinking gourd.
For the old man is a-waiting
For to carry you to freedom
If you follow the drinking gourd.

(Repeat chorus)

The river bank makes a very good road,
The dead trees show you the way.
Left foot, peg foot, traveling on,
Follow the drinking gourd.

(Repeat chorus)

You know the song gives directions on how to escape to the North. You read about Peg Leg Joe marking the way. What do you think the four lines above mean?

◀ **Check-in**

The river ends between two hills,
Follow the drinking gourd.
There's another river on the other side,
Follow the drinking gourd.

(Repeat chorus)

When the great big river meets the little river,
Follow the drinking gourd.
For the old man is a-waiting
For to carry you to freedom
If you follow the drinking gourd.

▶ **Final Check-in**

Did you use your knowledge of the Underground Railroad to help you understand the song? Why do you think the directions for using the railroad were hidden in the words to a song?

After You Read

A. Did the Song Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, work through this page and the next with a partner. Then reread the song.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Think of what you know about the Underground Railroad. What does the song line "The river bank makes a very good road" probably mean?
(1) A railroad will be built along the river.
(2) Slaves should walk along the river.

2. What is the drinking gourd leading slaves to?
(1) freedom
(2) an old man

3. Why do you think the song keeps repeating "Follow the drinking gourd"?
(1) to hide the real meaning of the song
(2) to stress that the slaves should keep following the North Star

4. Why was the song in code?
(1) so the slaves could memorize it easily
(2) so the escape route could be kept secret

Talk About It

Discuss the question below with a partner or small group. If you like, write a response.

What new beginning does the song refer to?

Think About It: Make Inferences

In Lesson 6, you saw that clues in written material can help you **infer,** or figure out, information that is not actually stated. For example:

- Did the slaves travel during the day or at night?

You can infer the answer to this question. Use clues in the song, as well as what you already know.

Use clues: The song says to follow the "drinking gourd." The "drinking gourd" is the Big Dipper, a group of stars. Since stars are seen only at night, you can infer that the slaves traveled at night.

Use what you already know: It made sense for escaping slaves to travel at night because the darkness would help hide them.

Practice Choose the best answer for each question.

1. Think of what you read about Peg Leg Joe. What does the song line "Left foot, peg foot, traveling on" mean?
(1) Peg Leg Joe left prints to follow with his good leg and his peg leg.
(2) Peg Leg Joe had lost his left foot and wore a peg foot in its place.

2. What should the slaves do when the river ends between two hills?
(1) Wait for an old man to take them to freedom.
(2) Follow the river that begins on the other side.

3. Why did the slaves call the Big Dipper the "drinking gourd"?
(1) They used gourds for dippers.
(2) It looked like a pitcher.

Read "Follow the Drinking Gourd" aloud. Do you understand it better now? Read it with a friend, if you like.

Write About It: Write About a Song

In "Follow the Drinking Gourd," you read a song that was once sung by slaves. Now write down your thoughts about the song.

A. Prewrite Take time to think about "Follow the Drinking Gourd." Here are some questions you might answer:

- What did you like about the song?
- Why was it a good idea to hide the escape directions in a song?
- How would the slaves have felt as they "followed the drinking gourd"?
- What would you like to know more about?

B. Write Write down your thoughts about the song. Use the sentence starters below if you like.

The song "Follow the Drinking Gourd" made me think. I liked

____

____

It was a good idea to hide directions for escaping in a song because

____

____

The slaves who escaped must have felt ____________________

____

I would like to know more about ________________________

____

▶ **Hold on to this work.** You may use it again at the end of this unit.

Lesson 8 ▶ LEARNING GOALS

Strategy: Imagine what you read
Reading: Read a journal
Skill: Understand the main idea and details
Writing: Write a journal entry
Word Work: Compound words

Before You Read

"Al's Journal" tells about a man whose wife has left him. The man is writing in his journal. In a journal, people write down their thoughts and feelings. Journals are usually private pieces of writing.

Before you read "Al's Journal," think about when one person leaves another. Perhaps something like this has happened to you or someone you know.

A. Imagine someone you love has gone away and left you. What are some of the feelings you might have?

____

____

B. In "Al's Journal," do you think you will read the wife's side of the story? Why or why not?

____

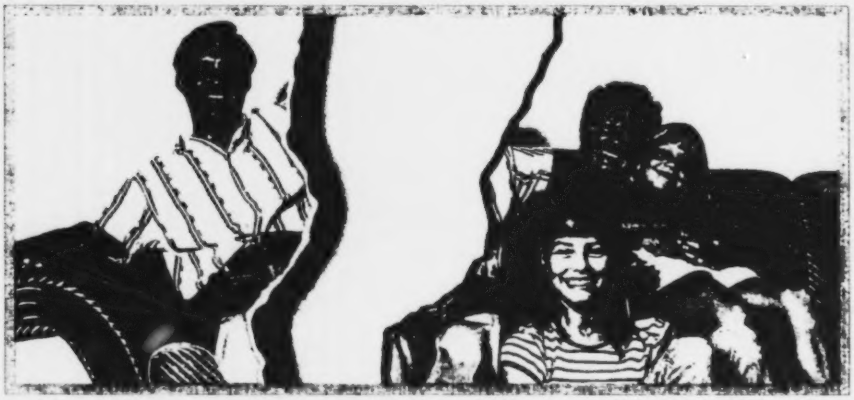
____

Key Words Read each sentence. Do you know the underlined words?

- My marriage to my wife Sue was ending in divorce.
- The support group helps me share my feelings with others.

Use the Strategy
To help you understand "Al's Journal," imagine you can see and hear the things that are happening. Imagine what it must be like to be Al. Ask yourself, "How would I feel? What would I do?"

Al's Journal



June 1

This has been the worst day of my life. This afternoon, Sue left me. She said good-bye and loaded the suitcases in the car. I watched as she and the girls drove out of the driveway.

Later, I walked through the house. It was so empty. I found Amy's stuffed bear. How will Amy sleep without her bear?

I should have seen this coming. Sue and I have not been happy for a while. We fight too much. Sue is always crying. I thought things would get better. They only got worse.

Check-in Could you see Sue and the children leaving? Did you picture Al walking through the empty house? Can you imagine how he feels?

June 6

Sue is going to file for divorce. She feels there is no hope for us. She says we should both get on with our lives.

I asked Sue if there was another man. She said no. She says she is very unhappy. She doesn't want to be with me or anyone else right now. I see now that our marriage had been in trouble for a long time.

June 9

I am worried about the girls. Amy is only 5 years old. Jane is just 7. They are not handling the divorce well. They do not understand. Jane thinks I am angry with her. I keep telling her that her mom and I both love her. I want her to know it's not her fault. But she is still upset.

Amy is having a hard time too. Last night on the phone, she asked, "When are we coming home, Daddy?" I didn't know what to say.

June 20

I joined a support group today. The group is for men going through a divorce. It meets Monday evenings in the same office building I work in. Joe at work told me about it. I didn't want to join. But I didn't know what else to do. I have been feeling lost.

The first meeting was strange. I felt out of place. I did not want to talk about my life in front of six men I don't even know.

June 27

Today I went to the second meeting of my support group. I felt better. The men in the group really understand. They gave me good advice. They even had some ideas about how I can help the girls.

I still daydream about the way things were. I wish I could go back and do things differently. But I can't. Maybe with the group's help, I can move on with my life.

▶ **Final Check-in**

Did you try to see the events and hear people speak as you read? Could you imagine Al's worry about his children? How did he look and feel when he went to the support group?

After You Read

A. **Did the Journal Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Choose how you imagined Al felt on June 1.
   (1) hopeful
   (2) rested
   (3) shocked

2. Choose how Al had changed by June 27.
   (1) He was more hopeful about his new life.
   (2) He was going to try to win his wife back.
   (3) He did not feel good about the people in his support group.

3. List two or three things you think Al discussed in his support group meetings.

____

____

____

Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

Do you think writing in a journal helped Al? Why or why not? What advice would you give to Al?

Think About It: Understand the Main Idea and Details

In Lesson 2 you saw that the **main idea** is the most important point in a piece of writing. **Details** are pieces of information that help support or explain the main idea. Sometimes the main idea is stated. Sometimes you have to put it in your own words.

For example, read the June 6 entry in Al's journal.

> ▶ Sue is going to file for divorce. She feels there is no hope for us. She says we should both get on with our lives.
>
> I asked Sue if there was another man. She said no. She says she is very unhappy. She doesn't want to be with me or anyone else right now. I see now that our marriage had been in trouble for a long time.

Choose the main idea of Al's journal entry on June 6:

(1) Al does not trust his wife.
(2) Al and Sue's marriage is ending.
(3) Sue says there is not another man.

The main idea is (2) Al and Sue's marriage is ending. Most of the sentences tell about a marriage that is ending. They describe an unhappy wife.

Go back to the June 6 entry. Underline three details that support the idea of a marriage that is ending.

You could have underlined any three of these details:

- Sue is going to file for divorce.
- She feels there is no hope for us.
- She says we should both get on with our lives.
- She says she is very unhappy.
- She doesn't want to be with me or anyone else right now.
- Our marriage had been in trouble for a long time.

Practice

A. Read this June 9 entry from Al's journal again.

> ▶ I am worried about the girls. Amy is only 5 years old. Jane is just 7. They are not handling the divorce well. They do not understand. Jane thinks I am angry with her. I keep telling her that her mom and I both love her. I want her to know it's not her fault. But she is still upset.
>
> Amy is having a hard time too. Last night on the phone, she asked, "When are we coming home, Daddy?" I didn't know what to say.

1. What is the main idea of the journal entry?
(1) Children think they are to blame for a divorce.
(2) Al's children are 5 and 7.
(3) Al's children are not handling the divorce well.

2. Underline three details in the entry that support the main idea.

B. Here is the main idea of a news story:
Marriages fail for many reasons.

Read the details in the box below. Then on the lines, write the three details that fit the main idea.

Some couples marry too young.
Not all couples are unhappy.
Sometimes couples grow apart.
Some couples do not talk enough.
Couples often share interests.
Not all people get married.

1. Detail: ______________________________

2. Detail: ______________________________

3. Detail: ______________________________

Write About It: Write a Journal Entry

In this lesson, you read the journal of a man whose wife had left him. Every few days, he wrote about his thoughts and feelings in his journal.

Now write a journal entry yourself. Think about a time when you had to face something very hard. What was it? How did you feel? How did it turn out? How do you feel about the problem today? You may want to jot some notes down.

Write Write a journal entry about this time in your life.

Date: ______________

▶ **Hold on to this work.** You may decide that you want to share it with others.

Word Work: Compound Words

A **compound word** is a word made up of two smaller words. For example, *bedroom* is made up of *bed* and *room*. When you are reading and you come to a long word you don't recognize, look for smaller words in it that you do know. Sometimes you will be able to figure out the word that way.

A. There are several compound words in Al's journal. Read the three below.

afternoon suitcases driveway

1. Draw a line between the two smaller words in each compound word. Then write the two words that make up the compound word. The first one is started for you.

a. after|noon after________ ____________

b. suitcases ____________ ____________

c. driveway ____________ ____________

2. Look through "Al's Journal." Find two more compound words. Write them below. Next, draw a line between the two smaller words in each compound word. Then write the two words that make up the compound word.

Compound Word	First Word	Second Word
a. ____________	____________	____________
b. ____________	____________	____________

B. Underline the word in each row that is not a compound word. Draw a line between the two parts of each compound word. The first row is started for you.

1. unhappy week|end sunscreen paycheck

2. backyard bathtub newsstand worried

3. doorway meeting haircut peacemaker

Lesson 9 ▶ LEARNING GOALS

Strategy: Retell
Reading: Read a student's autobiography
Skill: Make inferences
Writing: Conduct and write an interview
Word Work: Prefixes and roots

Before You Read

"A New World" is an autobiography by Mamie Chow. An autobiography is the true story of the author's own life. Mamie came from China to the United States. She began a new life in a new country. Mamie is now an adult student. Here is her story.

Before you read "A New World," think about a person who has moved to a new country. Perhaps you are such a person, or perhaps you know someone who is.

A. What kind of problem may this person have with each of these things?

language ______________________________

job ______________________________

getting around ______________________________

friends ______________________________

B. List other topics you might read about or you hope to read about in "A New World."

____

Key Words Read each sentence. Do you know the underlined words?

- My parents arranged for me to leave China.
- We ran a laundry business that made money.

Use the Strategy
To help you understand "A New World," keep asking yourself, "What is the writer telling me about now?"

A New World

Mamie Chow

When I first came to the United States, life was strange. Everything was new—the country, the language, the customs. I had to learn everything all over again.

I left China in 1948. My parents arranged it. They wanted what was best for me. China was in ruins after the war. There was no work. There wasn't even enough food for everyone.

In the old days, young girls in China had their marriages arranged by their parents. I had never said a word to my parents about men. My mother had me dress up for a photograph. I didn't know why she wanted the picture. I learned later that she had sent it to a Chinese man living in New York.

ART GALLERY INC
東方
gallery
CUSTOM FRAMING

One morning my mother dressed me up to go to town. We walked back and forth in front of a store. The man from New York had come to China to see me. He and his friends were inside the store watching me. I guess he liked me. Two weeks later we got married.

Check-in ▶ Think about what you have just read. What things have you learned about Mamie Chow's life?

About six months later, we left China. I was pregnant. The boat took two weeks to get to San Francisco, California. Then we took a plane to Newark, New Jersey. All the travel made me dizzy but I was happy to come to New York City. I could have a job and make a living for my family.

My only problem was that I didn't speak English—not even a word. At first, I would only go out with my husband.

Still, there was so much to see. Some buildings were tall. Some buildings were low. Some buildings were very old. The subways were old and creaky and had cane seats. But they were safe and only cost a nickel.

In 1954, my husband and I bought a laundry from people we knew. The price was $2,500. We borrowed all of the money. We were tricked. After we ran the business a few months, someone came to tell us that the city was going to tear down the building. We were shocked. We were lucky to find a new store. That one turned out OK.

What has happened to Mamie Chow since she came to the United States?

◀ **Check-in**

I had three children. It was hard for us but the whole family helped make our business a success.

When my older daughter got off school, she would take care of her baby brother. She would play with him, bathe him, and cook the family dinner. Later she would do her homework.

My husband and I worked late every day. I stood all day to do the laundry. I got tired and my feet hurt. Sometimes we got home at 12:30 A.M. That was my life for 30 years.

Now I'm retired and can do what I like. After so many years in this new country, I am finally working on my language skills. I am proud of how far I have come.

▶ **Final Check-in**

Can you remember enough of Mamie Chow's story to tell it to someone else? Tell her story in your own words to a partner.

After You Read

A. **Did the Story Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Write the three most important things you would tell somebody about Mamie Chow's life.

____

____

____

2. Check each word below that you think describes Mamie Chow.

_____ funny
_____ proud

_____ gloomy
_____ forgetful

_____ hard-working
_____ down-to-earth

3. Do you think Mamie Chow will succeed at improving her language skills? Finish the sentence. Tell why or why not.

I think Mamie Chow ____

____

▶ **Talk About It**

Discuss the questions below with a partner or small group. If you like, write a response.

Mamie Chow made a successful new beginning. Do you think her life is like the lives of many other people who have made new beginnings in this country? Why or why not?

Think About It: Make Inferences

You have seen that sometimes you can figure out facts and ideas that are not directly stated. Clues in the reading can help you to **make inferences.**

Read this part of Mamie Chow's story again. Try to infer the kind of daughter Mamie was.

> ▶ In the old days, young girls in China had their marriages arranged by their parents. I had never said a word to my parents about men. My mother had me dress up for a photograph. I didn't know why she wanted the picture. I learned later that she had sent it to a Chinese man living in New York.

Yes	**No**	**You can infer that:**
_____	_____	Mamie was a quiet daughter who kept her feelings to herself.
_____	_____	Mamie did not like her mother.
_____	_____	Mamie obeyed her parents.
_____	_____	Mamie did not argue with her parents.

These clues show that Mamie kept her feelings to herself and obeyed her parents. She did not argue with them.

- I had never said a word to my parents about men.
- My mother had me dress up for a photograph.
- I didn't know why she wanted the picture.

But there are no clues that Mamie did not like her mother. You would not have a good reason to infer that.

Practice

Read these parts from Mamie Chow's story again. Check **Yes** for each idea that you can infer from clues in the story. Check **No** for ideas that cannot be inferred.

▶ About six months later, we left China. I was pregnant. The boat took two weeks to get to San Francisco, California. Then we took a plane to Newark, New Jersey. All the travel made me dizzy but I was happy to come to New York City. I could have a job and make a living for my family.

My only problem was that I didn't speak English—not even a word. At first, I would only go out with my husband.

Yes	**No**	**You can infer that:**
_____	_____	**1.** Mamie accepted marriage and family duty.
_____	_____	**2.** Mamie thought of herself before others.
_____	_____	**3.** Mamie's husband spoke English.

▶ I had three children. It was hard for us but the whole family helped make our business a success.

When my older daughter got off school, she would take care of her baby brother. She would play with him, bathe him, and cook the family dinner. Later she would do her homework.

My husband and I worked late every day. I stood all day to do the laundry. I got tired and my feet hurt. Sometimes we got home at 12:30 A.M. That was my life for 30 years.

Yes	**No**	**You can infer that:**
_____	_____	**4.** Mamie didn't care about her children.
_____	_____	**5.** The children were often without their mother.
_____	_____	**6.** Mamie is proud of her older daughter.

Write About It: Conduct and Write an Interview

In "A New World," you read about a woman who made a new beginning in life. Think of a new beginning you have made. Choose one of these beginnings, or think of one of your own.

getting married
returning to school
moving
having a child
getting divorced
getting a new job

Work with a partner. Take turns interviewing each other about your new beginnings.

A. Prewrite Think about the question words *who, what, when, where,* and *why.* Write three questions you will ask your partner about his or her new beginning.

Use the questions you wrote to interview your partner. Take notes on the answers on a separate paper.

B. Write Write about your partner's answers here.

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: Prefixes and Roots

A **root** is the word part that carries the basic meaning. A **prefix** is a word part that is added to the beginning of a root. The prefix plus the root make a new word with a different meaning. For example, when the prefix *un-* is added to the root *able*, we have the new word *unable*, meaning *not able*.

When you come to a word you don't recognize, see if it has a prefix and root. Cover the prefix and read the root first. Then add the prefix to read the whole word.

If you add the meaning of the prefix to the meaning of the root word, you can figure out what the new word means. Look at the examples below.

Suffix	Meaning	Example	New Meaning
un-	not	unhappy	not happy
re-	again	reheat	heat again
anti-	against	antislavery	against slavery

A. Add the prefix to each root below. Write the new word.

1. un + usual ________________ **5.** re + build ____________________

2. anti + drug ________________ **6.** un + sure ____________________

3. re + play __________________ **7.** anti + freeze _________________

4. un + kind _________________ **8.** re + produce _________________

B. Draw a line between the prefix and root in each word below. Read the words.

1. reread **3.** unpleasant **5.** antiseptic **7.** unnecessary

2. antisocial **4.** refuel **6.** unfamiliar **8.** rearrange

BEST COPY AVAILABLE

Writing Skills Mini-Lesson: Writing Sentences

To write a correct, complete sentence, follow these rules.

1. **Write a complete thought.**

   Not Complete: To prepare for a career.

   Complete: I am taking classes to prepare for a career.

2. **Include a subject (telling who or what the sentence is about) and a verb (telling what the subject does or is).**

   $\overset{}{\text{This}}\ \overset{S}{\textbf{school}}\ \overset{V}{\textbf{offers}}$ computer courses.

   $\overset{S}{\textbf{I}}\ \overset{V}{\textbf{am}}$ a student in this school.

   $\overset{S}{\textbf{I}}\ \overset{V}{\textbf{have taken}}$ many classes here.

   The $\overset{S}{\textbf{instructor}}$ in room 104 $\overset{V}{\textbf{teaches}}$ well.

3. **Start with a capital letter and end with a period (.), question mark (?), or exclamation point (!).**

   It is ten o'clock**.** **W**here were you**?** **Y**ou missed the exam**!**

Practice On your own paper, rewrite the following as correct, complete sentences.

1. improve my reading and writing skills
2. recently, I back to school
3. a good career
4. what are going to study
5. I am interested in

172

Unit 3 Review

Reading Review

This reading is about a new beginning. Read it and then answer the questions.

The Empty Nest

Jim and Nancy Zack's daughter, Ann, had just started her first year of college. She was going to school in another state. During the first few weeks, Ann called home almost every day. She was lonely and scared. "New beginnings can be very hard," Nancy would tell her daughter. "Give yourself time to get used to the changes in your life."

Nancy knew how Ann was feeling. She was having trouble getting used to the change in her life too. Ann was the last of their children to leave home. Sometimes Nancy found herself setting a plate for Ann at the dinner table. Then tears would begin to sting her eyes.

Deep down, Nancy knew they would all get used to this change. She also knew this was a special time for her and Jim. Their "nest" was now empty. Their children were gone. They, too, were going through a new beginning. "I'll just give myself time to get used to the changes in my life," Nancy reminded herself with a smile.

Choose the best answer for each question.

1. Which title would be best for this story?
   (1) New Beginnings for the Zack Family
   (2) The Empty Nest Problem
   (3) Ann's First Year at School

2. Why would Nancy sometimes cry when setting a plate for Ann?
   (1) She knew she would never see Ann again.
   (2) She felt she was getting old and forgetting a lot.
   (3) She realized Ann was gone and missed her.

3. What kind of mother do you think Nancy is?
   (1) in control and demanding
   (2) cold and not caring
   (3) caring and understanding

Writing Process

In Unit 3, you wrote three things. Choose the piece that you would like to work with more. You will revise, edit, and make a final copy of this draft.

_____ your thoughts about the song (page 71)
_____ your journal entry about something hard that you had to face (page 78)
_____ your interview about your partner's new beginning (page 86)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:

Thoughts about the song: Did you make your thoughts about the song clear?
Journal entry: Did you explain how you felt before and how you feel now?
Interview: Did you include the answers to all your questions?

Unit 4 Celebrate Differences

The
WOLF
PAPER
AND
TWINE CO

America is home to many cultures. America is special because of this. Its people are of different races. They believe in different religions. Its people have different cultural backgrounds. We can celebrate these differences. They help make America a rich and interesting place to live.

Before you start Unit 4, think about your cultural background. How does your culture help make you who you are? Do you have special holidays and other customs that are part of your culture? Do your friends belong to different cultures? If so, how do their customs differ from yours? How are they the same?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

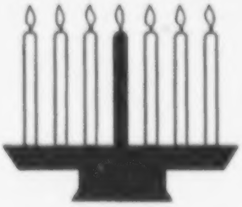
Lesson 10 ▶

LEARNING GOALS

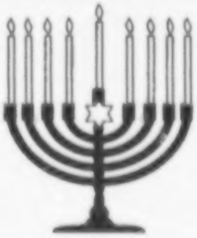
Strategy: Use your experience to help you understand what you read
Reading: Read a story
Skill: Understand plot and character
Writing: Write a description
Word Work: Suffixes *-ful, -less, -able, -or*

Before You Read

"Neighborly Celebrations" is a story about three different celebrations that take place in December. All three celebrations are rich in family traditions. Christmas is a holiday celebrated on December 25. Christians celebrate the birth of Jesus Christ. During the Christmas season, people decorate their homes with trees and lights, and families gather to eat and exchange gifts.



Many African Americans also celebrate Kwanzaa [KWAHN zah], a celebration of cultural values. It begins on December 26 and lasts for seven days. Kwanzaa combines African customs and African American ideals and goals. During Kwanzaa, families gather each evening and light one candle in the *kinara*. They give gifts and discuss important ideas for the community. On December 31, they have a feast called the *karamu*.



Jewish families celebrate Hanukkah [HAHN uh kuh] in December. It is the Feast of Lights and lasts for eight days. Hanukkah celebrates an event in Jewish history. Each night a candle is lighted in the *menorah*. People retell the ancient stories, eat traditional foods, and give gifts.

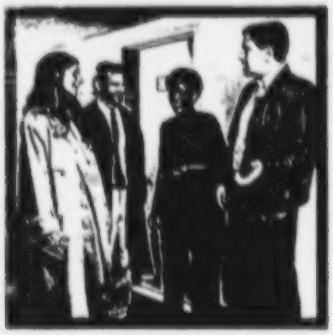
Before you read "Neighborly Celebrations," write the name of a holiday you celebrate. List two or three things you do to celebrate it.

Use the Strategy

This story tells how people of different cultures celebrate their holidays. To help you understand the story, think of holidays you celebrate. Compare your celebration with the way the people in the story celebrate.

Neighborly Celebrations

Paul was walking home from a fast-food place. He was sad. It was December. Here he was, all alone, eating fast-food chicken. Paul had just moved to this city. He couldn't go home for Christmas. And he hadn't made any new friends to spend the holiday with.



As Paul unlocked his apartment door, the door across the hall opened. Out stepped a young couple. Paul paused. Then he decided to say something.

Check-in ▶ How does Paul's experience compare with your own? Have you ever been away from home during a traditional family holiday?

"That's a beautiful candle holder in your window," Paul said. He had seen their lighted candles from the street below. "It has a special meaning, doesn't it?"

The man looked up. "Yes," he said. "It's called a menorah. It's for our Jewish holiday of Hanukkah."

"Oh," Paul said. "I celebrate Christmas myself. Except for this year. I just moved here. I don't have anyone to spend Christmas Day with next week."

"We have the same problem," the woman said. "We couldn't fly home for Hanukkah. I'll miss my father's cooking. He makes the best potato pancakes."

"I know what you mean," laughed Paul. "My mom makes a great plum pudding. By the way, I'm Paul Black."

"We're Barry and Brenda Kahn," the man said.

Just then a woman coming along stopped. "Hi. I'm Wanda Mays. I live down the hall. I hope you don't mind, but I heard you talking. It sounds like we all have the same problem. Only one of my children can come for the holidays this year."

Paul invited them all into his apartment. They each began to talk about holiday memories. Paul spoke of Christmas Eve. He told how his family sang carols. "Even as an adult, I can hardly wait for Christmas morning to open presents."

"During the eight days of Hanukkah, we used to meet at my parents' house," Brenda told them. "We would light another candle each evening until all eight were lit."

"As kids, we got coins and other gifts, too," Barry added.

Wanda spoke of the holiday she and her daughter would celebrate soon. "Kwanzaa lasts for seven days. We also light candles each night, and we discuss the seven principles of Kwanzaa. We give each other gifts we have made. On the last day, we have a feast. But it won't seem the same this year."

How do the experiences of Paul, Brenda, Barry, and Wanda compare with your own?

◀ **Check-in**

"I have an idea!" said Brenda. "Let's celebrate our own special holiday together! You can come to our place this Sunday. We will each make special food that we usually have with our families. And we'll each share a special custom from our holiday. What do you think?"

Wanda jumped up. "That's a great idea!"

Paul smiled. "I'm better at reheating fast food than making plum pudding. But I can buy one at the bakery. Let's do it!"

▶ **Final Check-in**

Did your own holiday experiences help you understand the story? How do your experiences compare with those of the characters in the story?

After You Read

A. Did the Story Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Check each way your holiday celebrations are like the celebrations of one or more of the characters.

_____ family gatherings
_____ tell stories
_____ special food
_____ make gifts
_____ light candles
_____ religious services
_____ sing songs
_____ give gifts

2. What was Paul's problem in the story?

3. What does Paul do that helps solve his problem?

4. What does Brenda do to help solve the problem?

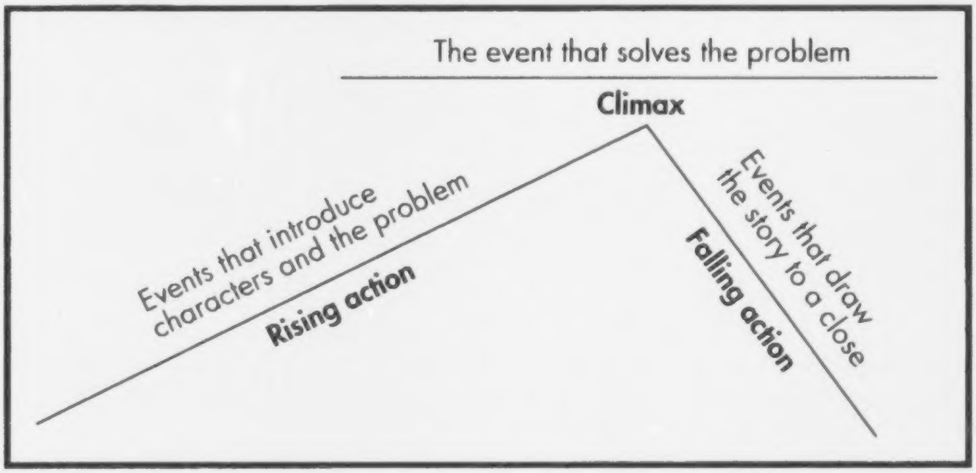
▶ Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

What was different about the characters' holiday celebrations? How were the celebrations alike?

Think About It: Understand Plot and Character

In Lesson 1 you learned that the **plot** of a story is what happens in the story. The plot follows a plan that has three important parts. They can be pictured like this:


The event that solves the problem
Climax
Events that introduce characters and the problem
Rising action
Events that draw the story to a close
Falling action

In Lesson 4 you learned that you may find out one or more of these things about the **characters,** or people in a story:

- looks
- backgrounds
- what they think
- the kind of people they are
- how they deal with life

The author may tell you about these things directly. Or you may infer them from what a character does and says.

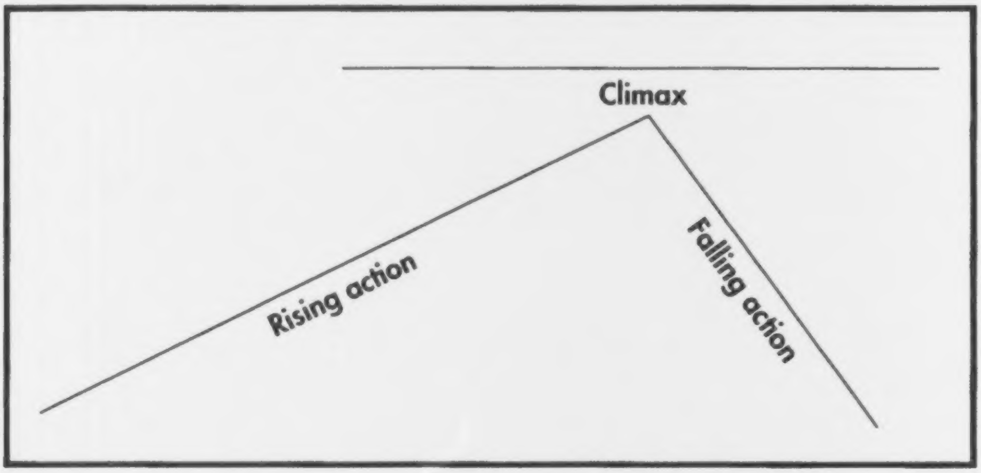
Practice Answer these questions about the plot and characters of "Neighborly Celebrations."

1. What is the main problem in the story?
   (1) The characters won't be with their families for the holidays.
   (2) Paul does not know Brenda and Barry Kahn.
   (3) The neighbors don't get along with each other.

2. What event marks the climax of the story?
   (1) Paul and the Kahns talk about holidays.
   (2) Wanda steps into the group.
   (3) Brenda says, "Let's celebrate our own special holiday together!"

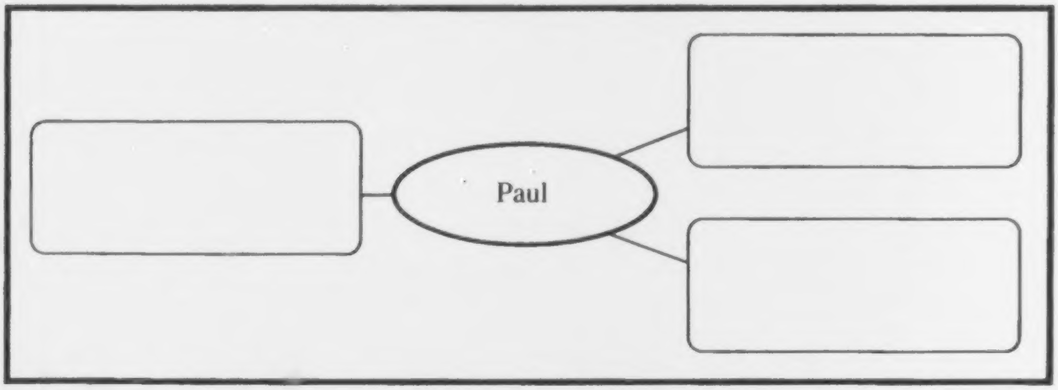
3. What happens after the climax?
   (1) Brenda tells of her father's cooking.
   (2) They all agree to celebrate together.
   (3) Paul and his neighbors talk about their holidays.

4. Write your answers to questions 1–3 on the correct lines below.



5. Name the characters in "Neighborly Celebrations." Write the main character first.

6. Complete this character web of Paul. Write three words or phrases that describe him.

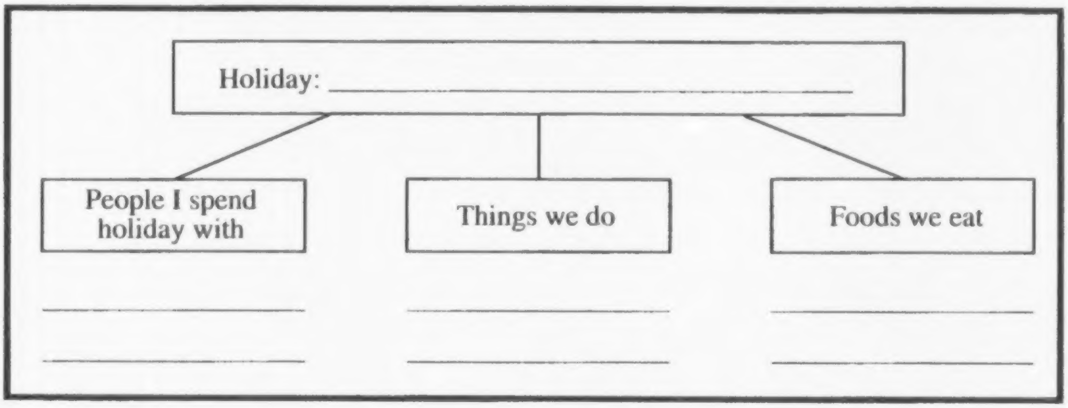


7. Retell the story "Neighborly Celebrations" to a partner. Use your plot diagram and character web to help you.

Write About It: Write a Description

In "Neighborly Celebrations," characters explained how they celebrated holidays. Now write a description about a holiday you celebrate.

A. Prewrite Think about your favorite holiday. Complete this idea map about the holiday.


Holiday: ____________________
People I spend holiday with
Things we do
Foods we eat

B. Write Use your idea map to describe your favorite holiday.

My favorite holiday is ____________________

I spend the day with ____________________

We celebrate by ____________________

____

____

For our holiday meal, we have ____________________

____

____

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: Suffixes *-ful, -less, -able, -or*

A **suffix** is a word part that is added to the end of a root. The suffix and the root word form a new word. For example, when the suffix *-ful* is added to the root word *care*, we have the new word *careful*.

When you are reading and come to a word you don't recognize, see if it has a root word and an ending. If so, cover the ending and read the root first. Then add the ending to read the whole word.

Suffixes can change the meaning of the root. Look at the examples in this chart.

Prefix	Meaning	Example	New Meaning
-ful	full of	hopeful	full of hope
-less	without	hopeless	without hope
-able	capable	allowable	to be allowed
-or	person who	operator	person who operates

A. Add the suffix to each word below. Write the new word. You may have to drop a final silent *e* before adding a suffix that begins with a vowel.

1. create + or ____________________

2. help + less ____________________

3. depend + able ____________________

4. success + ful ____________________

5. use + ful ____________________

6. adore + able ____________________

7. care + less ____________________

8. counsel + or ____________________

B. Draw a line between the suffix and root word in each word below.

1. sorrowful

2. breathless

3. agreeable

4. spectator

5. profitable

6. thoughtful

7. useless

8. actor

BEST COPY AVAILABLE

Lesson 11

LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read a biography
Skill: Make inferences
Writing: Write your autobiography
Word Work: The suffix *-ion*

Before You Read

"Celebrate an American Life" is a biography of Senator Daniel Inouye [IN oo ay], a Japanese American. Remember that a biography is a true story about a real person. It contains facts about the person's life.

A. Before you read "Celebrate an American Life," think about the kind of information you read in a biography. Write two or three facts you expect to learn from a biography. One fact is already written.

where the person was born ____________
____
____
____

B. Now check each topic you might read about in the biography of a Japanese American.

_____ details about his culture
_____ how he grew up
_____ when his family came to live in America
_____ places to visit in Japan

Key Words Read each sentence. Do you know the underlined words?

- Hawaii is made up of many islands in the Pacific Ocean.
- If you work hard, you have the opportunity to succeed.
- He was elected senator from his home state.

Use the Strategy
To help you understand this biography of Senator Daniel Inouye, think of what you know about biographies. Predict what you might learn about Inouye as you read.

Celebrate an American Life

Hawaii is an island chain in the Pacific Ocean. It is very beautiful. Its people come from many different places. They are of many cultures and religions. Here, on September 7, 1924, Daniel Inouye was born. His parents were both from Japan.

UPI/BETTMANN

DANIEL INOUYE

Young Daniel grew up in both the Japanese and American cultures. He learned to speak Japanese before he learned English. Like other children, Daniel went to public school. He also went to a Japanese school for two hours every day. There he studied Japanese history and customs. He learned to read and write Japanese. But Daniel knew that his parents also shared American beliefs. They taught their children that opportunity waited for "those who had the heart and strength."

Check-in Did the first part of the biography tell you what you thought it would? What do you think you will learn next about Daniel Inouye?

While Daniel was growing up in Hawaii, events were happening in the rest of the world that would have a great impact on his life. In 1937, Japan invaded China. In 1939, war broke out in Europe.

In December 1941, Daniel was a senior in high school. He dreamed of becoming a doctor. However, on December 7, something happened that would later ruin his dream. About 8 A.M. that day, Japanese planes bombed U.S. ships in Hawaii's Pearl Harbor. Thousands of U.S. troops died in the attack. It was the start of World War II for Americans.

Many Japanese Americans were ashamed of what Japan had done. They were loyal to the U.S. They wanted to join the army. Inouye was one of them. But tension in the country ran high. Many other Americans distrusted all Japanese. Japanese Americans were not allowed in the armed forces. Inouye went to college instead. In time, the ban on Japanese Americans in the armed forces ended. Then Inouye left school and joined the army. After training, he was sent to Italy to fight.

◀ **Check-in**

What information have you read about Daniel Inouye so far? What part of his life do you think you will read about next?

In April 1945, Inouye led his men into a fierce battle. He was hit by gunfire many times. His right arm was shattered. But Inouye kept fighting. After the battle, Inouye's arm could not be saved. His dream of becoming a doctor would never come true.

After the war, Inouye went to law school. There he met his future wife. She was one of the teachers. "I proposed on our second date," he recalled.

Inouye became a lawyer. He also helped lead the drive to make Hawaii the 50th state. In 1959, at the age of 34, Inouye was voted Hawaii's first U.S. senator. He also became the first Japanese American to serve in Congress. He would serve as a senator for more than 35 years.

Senator Inouye was once asked what he would tell today's students. He recalled what his father told him the day he left for the army: "This country has been good to us. We owe much to this country. And now . . . it is you who must try to return the goodness of this country." Daniel Inouye followed his father's advice—again and again.

▶ **Final Check-in**

Did you find the kind of information you expected to find in the biography of Daniel Inouye?

After You Read

A. **Did the Biography Make Sense?** Reread sections you marked with a question mark(?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Check each type of information you read about in Senator Inouye's biography.

   _____ where he was born
   _____ when he was born
   _____ what he likes to do
   _____ what his childhood was like
   _____ how many children he has
   _____ what he does for a living

2. Choose the best description of Senator Inouye's life.
   (1) He is a Japanese American who has served his country in many ways.
   (2) He was born to Japanese parents and learned Japanese before English.
   (3) He lost the use of his arm in World War II.

3. Write two words or phrases that describe Senator Inouye.

____

____

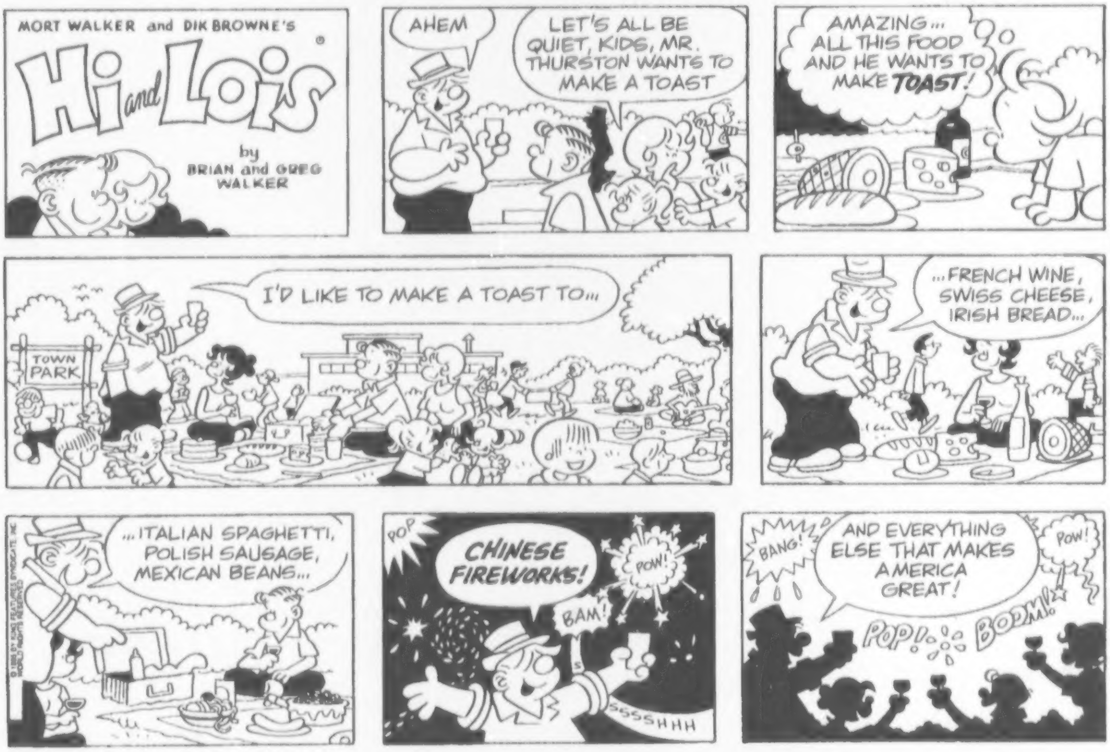
▶ Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

Discrimination is treating a whole group of people differently because of their race, culture, religion, or sex. When did Daniel Inouye face discrimination? Was this discrimination right? Why or why not?

Think About It: Make Inferences

You know that clues in writing can help you **infer,** or figure out, information. In "Celebrate an American Life," you read how one Japanese American served his country. Now look at this cartoon. What can you infer about the many different cultures in America?


MORT WALKER and DIK BROWNE'S
Hi and Lois
by BRIAN and GREG WALKER
AHEM
LET'S ALL BE QUIET, KIDS, MR. THURSTON WANTS TO MAKE A TOAST
AMAZING... ALL THIS FOOD AND HE WANTS TO MAKE TOAST!
TOWN PARK
I'D LIKE TO MAKE A TOAST TO...
...FRENCH WINE, SWISS CHEESE, IRISH BREAD...
...ITALIAN SPAGHETTI, POLISH SAUSAGE, MEXICAN BEANS...
POP
CHINESE FIREWORKS!
POW!
BAM!
SSSSHHH
BANG!
AND EVERYTHING ELSE THAT MAKES AMERICA GREAT!
POW!
POP!
BOOM!

REPRINTED WITH SPECIAL PERMISSION OF KING FEATURES SYNDICATE

Can you infer from the cartoon that customs from many different cultures have enriched the American way of life? ____________________________

The man speaking lists things we eat and use in America. We may think of these things as being American. However, many of them come from other cultures. So you can infer that other cultures have enriched American culture.

BEST COPY AVAILABLE

Practice Read each selection. Then check whether or not you can infer each idea.

▶ Young Daniel grew up in both the Japanese and American cultures. He learned to speak Japanese before he learned English. Like other children, Daniel went to public school. He also went to a Japanese school for two hours every day. There he studied Japanese history and customs. He learned to read and write Japanese. But Daniel knew that his parents also shared American beliefs. They taught their children that opportunity waited for "those who had the heart and strength."

Yes **No** **You can infer that:**

_____ _____ **1.** Daniel's parents thought education and the family's culture were important.

_____ _____ **2.** His parents thought Japanese culture was better than American culture.

▶ Inouye became a lawyer. He also helped lead the drive to make Hawaii the 50th state. In 1959, at the age of 34, Inouye was voted Hawaii's first U.S. senator. He also became the first Japanese American to serve in Congress. He would serve as a senator for more than 35 years.

Yes **No** **You can infer that:**

_____ _____ **3.** Hawaii became a state around 1959.

_____ _____ **4.** Daniel Inouye was re-elected senator.

▶ **Talk About It**

Discuss the question below with a partner or small group. If you like, write a response.

Think about your own cultural group. What kinds of things has it given to the American way of life?

Write About It: Write Your Autobiography

In "Celebrate an American Life," you read a biography about Senator Daniel Inouye. When someone writes about his or her own life, it is called an **autobiography.** Now write a short autobiography about yourself and your cultural background.

A. Prewrite Think about the facts you would include in your autobiography. Some facts are suggested below.

When were you born? ______________________________

Where were you born? ______________________________

Where did you grow up? ______________________________

What is your family's cultural background? ____________________

What is a favorite cultural custom? ______________________

B. Write Now write a short autobiography. Use your answers above and these sentence starters to help you. Add other information if you like.

I was born on ______________________________

in ____________________ I grew up in ____________________

____

My family came from ______________________________

____

I have always enjoyed our custom of ____________________

____

____

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: The Suffix *-ion*

In Lesson 10, you learned that a suffix is a word part added to the end of a root. The new word has a different meaning and is used in a different way from the root. For example:

- The **great** man was **greatly** admired.

Many words end with the suffix *-ion*. The suffix *-ion* indicates an act or process, a result, or a state or condition. Words with the suffix *-ion* usually end with the sound *shun*.

- elect + ion = election
- tense + ion = tension

(Note that the final silent *e* is dropped when *-ion* is added.)

The suffix *-ion* usually changes the way a word is used in a sentence.

- Hawaii will **elect** a senator during this **election.**
- People were so **tense** you could feel the **tension.**

A. Add *-ion* to each word below. Write the new word. You may have to drop a final *e*. Then read the words.

1. direct ______________ **4.** react ______________

2. discuss ______________ **5.** locate ______________

3. confuse ______________ **6.** inspect ______________

B. Split each of these words into a root and a suffix. You may have to add *-e* to the root word.

1. adoption = ______________ + ______________

2. celebration = ______________ + ______________

3. completion = ______________ + ______________

C. On another paper, write three more words that end in *-ion*. Break each into a root and a suffix.

Lesson 12 ▶

LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read two poems
Skill: Identify rhyme, rhythm, and repetition
Writing: Write a poem

Before You Read

In this lesson, you will read two poems: "Manhattan" and "You've Got to Be Carefully Taught." Both poems deal with people of different cultures and races.

The poem "Manhattan" is about a part of New York City. For many years, people coming from other countries to the U.S. have landed in New York. In Manhattan, you can see people from just about every country on earth.

The poem "You've Got to Be Carefully Taught" is a song from the musical play *South Pacific*. It is sung by an American soldier. He loves a young woman. But he won't marry her because she is of a different race. An American nurse says that people are "born" with such prejudice against other races. Then the soldier realizes that both he and the nurse are wrong. He says, "It's not born in you! It happens *after* you're born." And he sings "You've Got to Be Carefully Taught."

Before you read the two poems, think of how people act toward others of different races. Write one example you have seen of people acting with respect. Write one example of people acting from prejudice.

Respect	**Prejudice**
______________________________	______________________________

Key Words Read these sentences. Do you know the underlined words?

- New York is a wondrous city with many things to see.
- Romance sometimes means wonder and adventure.

Use the Strategy

To help you understand the poems, think of what you already know about poetry. Look for rhyme and rhythm. Look for words or ideas being repeated. Try to figure out how the speaker of each poem would sound.

Manhattan

Morris Abel Beer

The
WOLF
PAPER
AND
TWINE CO

There's Asia on the avenue,
  And Europe in the street,
And Africa goes plodding by
  Beneath my window seat.

This is the wondrous city,
  Where worlds and nations meet;
Say not romance is napping;
  Behold the city street!

Check-in

Which elements of poems—rhyme, rhythm, and repetition—helped you read and understand this poem? How do you think the speaker feels about Manhattan streets?

You've Got to Be Carefully Taught

Oscar Hammerstein

PHOTOFEST

You've got to be taught to hate and fear,
You've got to be taught from year to year,
It's got to be drummed in your dear little ear—
You've got to be carefully taught!

You've got to be taught to be afraid
Of people whose eyes are oddly made,
And people whose skin is a different shade—
You've got to be carefully taught.

You've got to be taught before it's too late,
Before you are six or seven or eight,
To hate all the people your relatives hate—
You've got to be carefully taught!
You've got to be carefully taught!

▶ **Check-in**

Which elements of poems—rhyme, rhythm, and repetition—helped you read and understand the song? How do you think the speaker feels about what he was saying?

After You Read

A. **Did the Poems Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. In which poem does the speaker celebrate the different races of people?

   ____

2. In which poem does the speaker sound angry about prejudice against people of different races?

   ____

3. Choose the message of "Manhattan."
   (1) Manhattan is full of people who are just alike.
   (2) Manhattan is a good place to find adventure and romance.
   (3) Manhattan is empty and boring.

4. Choose the message of "You've Got to Be Carefully Taught."
   (1) People are not born hating others; they are taught to hate.
   (2) People do not follow the things they are taught.
   (3) People who look different should be hated.

▶ **Talk About It**

Discuss the question below with a partner or small group. If you like, write a response.

Why do you think some people teach their children to hate and fear people of other races and cultures?

Think About It: Identify Rhyme, Rhythm, and Repetition

You have learned three elements that poets use in writing poems. Some poems contain words that **rhyme.** Most poems have a **rhythm,** or a pattern of beats in the lines. And sometimes a poet will repeat a word or phrase. This **repetition** helps tell the message of the poem.

Practice Answer these questions about the two poems in this lesson.

1. Read the poem "Manhattan" aloud. Listen for the words that rhyme. Write the rhyming words.

   ____________________ ____________________

   ____________________ ____________________

2. Read the poem "You've Got to Be Carefully Taught" aloud. Listen for the words that rhyme. Write the three words in each group of rhyming words.

   ______________ ______________ ______________

   ______________ ______________ ______________

   ______________ ______________ ______________

3. Read each poem aloud again. As you read, clap your hands together to the rhythm of the beat.

4. In "You've Got to Be Carefully Taught," what statement is repeated over and over?

   ____

5. On page 111, you chose the message of "You've Go to Be Carefully Taught." How does this repetition help tell the message?

   ____

Write About It: Write a Poem

You have read two poems about the differences among people. Now finish a poem with your own ideas.

A. **Prewrite** On a separate piece of paper, write the headings **Different** and **Similar.** Think about how you are different from a person of another culture, race, or religion. Write down all your ideas under the **Different** heading. Then think of how you are like that other person. Write those ideas under the **Similar** heading.

B. **Write** Decide what feeling you want your poem to create. Decide if you want your poem to rhyme. Then choose your ideas that best fit the lines below and write them on the lines.

We Are Two People

We are different, you and I.

I am ____________________, but you are ____________________

I like ____________________, but you like ____________________

I ____________________, but you ____________________

We are different, you and I.

We are similar, you and I.

I am ____________________, and so are you.

You like ____________________, and so do I.

I ____________________, and you ____________________

We are similar, you and I.

▶ **Hold on to this work.** You may use it again at the end of this unit.

Writing Skills Mini-Lesson: **Compound Sentences**

You can combine two simple sentences into a **compound sentence** using the word *and* or *but*. For example,

Two simple sentences:
We come from many places. We have different cultures.

Compound sentence:
We come from many places, and we have different cultures.

Follow these rules.

1. Include a subject, a verb, and a complete thought in each part of the compound sentence.

   $\overset{S}{\textbf{We}}\ \overset{V}{\textbf{come}}$ from many places, and $\overset{S}{\textbf{we}}\ \overset{V}{\textbf{have}}$ different customs.

2. The word *and* connects two related ideas. The word *but* connects two contrasting ideas. Use a comma (,) before *and* or *but*.

   We come from many places**, and** we have different customs.

   Our customs are different**, but** we have many things in common.

Practice On your own paper, combine these simple sentences to make compound sentences. Use *and* or *but* correctly. The first one is done as an example.

1. My building is large. Many different people live there.

My building is large, and many different people live there.

2. The Parks are from Korea. They sometimes cook Korean food for me.

3. The Ortegas do not speak English at home. They speak English with their neighbors.

4. We are different in many ways. We still like each other.

Unit 4 Review

Reading Review

This reading is about encountering different cultures. Read it and then answer the questions.

In a Strange City

Maria was a little scared. She and her older brother, Carlos, had just stepped off the bus. They had come to live in a strange city in a different country. Maria hoped they would be able to find the home of their aunt and uncle.

"Don't look so worried, little one," Carlos said. Maria was 18, but he still called her little one. "Aunt Gloria said to take Bus 165 west on Adams Street. When we get to 35th Street, we'll get off the bus. We can call from the corner."

Carlos stopped a woman and asked the way to Adams Street. It was just a block away. A short while later, the two were on the bus. Maria looked out the window to see her new home. She could read a little English, but she could not read the signs she saw. She began to look worried. Carlos told her they were in a neighborhood where people from Europe lived. He thought the signs might be Polish.

A few blocks later, the signs changed. She could not read them at all. She looked even more worried. "It's a Chinese neighborhood," Carlos told her.

"I'll never get around in this city," Maria thought to herself.

Then Maria saw a sign she could easily read. It was in both English and Spanish. She saw another, and another. "Here we are!" Carlos cried happily as the bus stopped at 35th Street. "Our new neighborhood."

Maria smiled happily, too. She was no longer so worried about her decision to come to this new city. In fact, Maria decided to do something else. When she got to know her new neighborhood, she would go back to the other neighborhoods she had passed and learn about them, too.

1. What is Maria's problem in the story?
   (1) She is lost with her older brother.
   (2) She missed the bus to her aunt and uncle's house.
   (3) She is scared of being in a new city and country.

2. What kind of person does Carlos seem to be?
   (1) tense and worried
   (2) able to take care of things
   (3) funny and light-hearted

3. Which country do you think Maria and Carlos are from?
   (1) Mexico
   (2) Poland
   (3) China

Writing Process

In Unit 4, you wrote three first drafts. Choose the piece that you would like to work with more. Then revise, edit, and make a final copy of it.

_____ your description of your favorite holiday (page 98)
_____ your autobiography (page 106)
_____ your poem (page 113)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:

Description: Did you include clear details about your holiday?
Autobiography: Did you tell facts that are usually found in an autobiography?
Poem: Does your poem get your feelings across?

Skills Review

This review will let you see how well you can use the skills covered in this book. When you have completed Units 1–4, do this review. Then share your work with your instructor.

Reading Skills

Read the poem and the biography. Then choose the best answer to each question.

Husbands and Wives

Miriam Hershenson

Husbands and wives
    With children between them
Sit in the subway;
    So I have seen them.

One word only
    From station to station;
So much talk for
    So close a relation.

1. A word in the poem that rhymes with the word *station* is
   (1) subway
   (2) relation
   (3) children

2. What do the lines "One word only / From station to station" mean?
   (1) A man called out the name of each station before the subway stopped there.
   (2) Husbands and wives barely spoke as the subway moved along.
   (3) Angry people do not talk to each other.

3. What is the main message the speaker in the poem is trying to tell?
   (1) It is hard to talk when you have children sitting between you.
   (2) Watching people as you ride the subway can be interesting.
   (3) Married couples sometimes don't need to say many words in order to communicate.

From Cuba to Success in the United States

Gloria Estefan was born in Cuba. Her family moved to the United States when she was 16 years old. Gloria loved to sing. She worked hard on a singing career. Her hard work paid off. In time, she began to have hit song after hit song.

Then Gloria was hurt when her tour bus crashed. Her back was broken. Doctors were able to help fix her back. But it took one year of hard work for Gloria to heal fully.

Gloria has worked hard to help Cuban Americans. Miami, Florida, is home to many Cuban Americans. After a hurricane hit Florida, she gave concerts to raise money. The money was given to Cuban Americans who had been hurt by the storm. Gloria is proud to be a Cuban American. The people of Miami are proud of Gloria.

4. Which of the following tells the main idea of the biography?
   (1) Gloria Estefan has worked hard for herself and for Cuban Americans.
   (2) Gloria Estefan is a Cuban American singer with many hits.
   (3) Gloria Estefan was born in Cuba but moved to the United States.

5. How has Gloria helped the people who live in Miami?
   (1) She tells them she is proud of them.
   (2) She helped raise money after a hurricane.
   (3) She is proud to be a Cuban American.

6. What can you infer from the statement “But it took one year of hard work for Gloria to heal fully”?
   (1) Gloria did not take care of herself.
   (2) Gloria had been badly hurt.
   (3) The doctors did not do a good job.

Writing Skills

A. On a separate paper add the endings and write the new words.

1. family + es
2. go + ing
3. hope + ed
4. hid + en
5. celebrate + ing
6. excite + able
7. hop + ing
8. chew + able
9. bit + en
10. dry + ing
11. wed + ing
12. serve + ice
13. apply + ed
14. rehearse + al
15. amaze + ing
16. ship + ment
17. stop + er
18. funny + er
19. vary + ous
20. exist + ence

B. On a separate paper, combine the simple sentences to make compound sentences.

1. My family likes food from different countries. I try to surprise them with new recipes.
2. We like to go to restaurants. We can't afford to eat out often.
3. We all like Greek food. There is a good Greek restaurant nearby.
4. My husband likes Middle Eastern food. Some of it doesn't agree with him.

C. On a separate paper, copy the paragraph below. Correct any mistakes you find in spelling, capitalization, or punctuation.

my son calvin and his two boys lived with me for three years. I watchd my grandbabys when calvin workked. I loved to be with Ben and Marcus and they loved to be with me. then Calvin got marryed to tina in june.

i was happy about this but there was a down side. Calvin and tina moved to memphis. i don't see them very much. I miss my grandbabies

I am planing to see them this fall I am hopping that they will come to my house for thanksgiving. I can hardly wait

Write About It

On a separate paper, write about the topic below. Follow steps 1–5 of the Writing Process on page 128. Make changes on your draft to improve your writing. Then share your revised draft with your instructor.

Topic: What does the word *family* mean to you? What makes a family?

Skills Review Answers

Reading Skills

1. (2)
2. (2)
3. (3)
4. (1)
5. (2)
6. (2)

Writing Skills

A. **1.** families
2. going
3. hoped
4. hidden
5. celebrating
6. excitable
7. hopping
8. chewable
9. bitten
10. drying
11. wedding
12. service
13. applied
14. rehearsal
15. amazing
16. shipment
17. stopper
18. funnier
19. various
20. existence

B. **1.** My family likes food from different countries, and I try to surprise them with new recipes.
2. We like to go to restaurants, but we can't afford to eat out often.
3. We all like Greek food, and there is a good Greek restaurant nearby.
4. My husband likes Middle Eastern food, but some of it doesn't agree with him.

C. Compare your paragraph to the corrected version.

My son Calvin and his two boys lived with me for three years. I watched my grandbabies when Calvin worked. I loved to be with Ben and Marcus, and they loved to be with me. Then Calvin got married to Tina in June.

I was happy about this, but there was a down side. Calvin and Tina moved to Memphis. I don't see them very much. I miss my grandbabies.

I am planning to see them this fall. I am hoping that they will come to my house for Thanksgiving. I can hardly wait.

Evaluation Chart

Check your Reading Skills answers. Then circle the number of any answer you missed on the chart below. You may need to review the lesson pages indicated next to that question number.

Question	Skill	Lessons
1	identify rhyme	3, 12
2	make inferences	6, 7, 9, 11
3	understand main idea	2, 8
4	understand main idea	2, 8
5	find details	2, 8
6	make inferences	6, 7, 9, 11

▶ **Now go back** and fill in the right side of the Student Interest Inventory on page 6.

BEST COPY AVAILABLE

Answer Key

Unit 1 Family Ties

▼ Lesson 1

After You Read (p. 17)

C. 1. a. Any of these: worried, scared, alone, tense
   b. Any of these: happy, relieved
2. (2)
3. (1)

Think About It: Understand Plot (p. 18)

Practice

Possible answers:
Rising action: Marla is sick and worried.
Climax: Marla's mother, Ann, comes.
Falling action: Ann says she will help Marla.

Write About It: Write a Sequence of Events (p. 20)

A. Order of events listed: 4, 1, 3, 5, 2

Word Work: The Vowel Combinations *ie* and *ei* (p. 21)

C. 1. tie
2. receipt
3. sleigh
4. niece
5. leisure

▼ Lesson 2

After You Read (p. 25)

C. 1. why he is in prison, what life in prison is like, how his being in prison was not his son's fault, what he wants his son to do
2. (2)
3. Possible answers: He loves him. He cares very much about him.

Think About It: Understand the Main Idea and Details (p. 26)

Practice

1. (2)
2. Main idea: Fred has plans to spend the day with his son.
   Details should include: (1) a bike ride, (2) lunch, (3) a ball game, (4) a movie

Word Work: The Letter Combinations *ow* and *ou* (p. 29)

C. 1. now
2. mow
3. though
4. mouth
5. touch

▼ Lesson 3

After You Read (p. 32)

C. 2. (2)
3. (1)

Think About It: Identify Rhythm and Rhyme (p. 33)

Practice

A. 1. cried
2. weigh
3. allow
4. shown
5. about
6. though

B. There are many possible answers. Check yours with your instructor.

▼ Writing Skills Mini-Lesson: Adding Endings that Start with a Vowel (p. 36)

Practice

Last night, my family was **relaxing** and **playing** cards with my two aunts. Suddenly my **older** aunt **announced**, "Luis and I are **getting married**." My mother **hugged** her, **crying**, "Finally! I never **stopped hoping**. You'll be the **happiest** couple." Then all of us **started planning** the wedding.

▼ Unit 1 Review (p. 37)

Reading Review

1. (1)
2. (2)
3. (1)

Unit 2 Life Goes On

▼ Lesson 4

After You Read (p. 43)

C. 1. (2)
2. (2)
3. (1)

Think About It: Understand Character (p. 44)

Practice

1. Possible answers: quiet, lives alone, feels alone, doesn't show her feelings, cares about Carmen, young, short black hair, large eyes
3. (1)
4. Possible answers: young, enjoy each other's company
5. Possible answers: Rosa is quiet; Carmen likes people. Rosa is alone; Carmen is married with a son.

Word Work: Context Clues (p. 47)

Practice

1. cafeteria
2. bothered
3. mirror

▼ Lesson 5

After You Read (p. 50)

C. 1. Possible answers: sad, depressed, down, in shock
   3. (2)
   4. (2)

Think About It: Understand the Use of Repetition (p. 51)

Practice

1. From tomorrow on
2. being sad
3. No, because tomorrow never comes. It becomes today.
4. (2)

▼ Lesson 6

After You Read (p. 57)

C. 1. There are many possible answers. Here are three: He was born with health problems. He is deaf. He lives on his own now.
   2. Possible answers:
      a. His parents helped him look for an apartment.
      b. He had a hearing-ear dog.
      c. He has a TTY.
   3. (1)

Think About It: Make Inferences (p. 58)

Practice

1. yes
2. (1)
3. (2)

Word Work: Context Clues (p. 61)

Practice

1. (1)
2. (2)
3. (2)
4. (1)

▼ Writing Skills Mini-Lesson: Using Capital Letters (p. 62)

Practice

One Tuesday last November, there was a terrible fire in Springfield. It burned our building and two others to the ground. My wife and I lost everything. Our neighbor, Evelyn Williams, let us stay with her. That week, Ms. Williams gave us clothes and even made us Thanksgiving dinner. She also helped us find a new apartment. In December, my family and I invited her to celebrate Kwanzaa in our new home.

▼ Unit 2 Review (p. 63)

Reading Review

1. (2)
2. (1)
3. (2)

Unit 3 New Beginnings

▼ Lesson 7

After You Read (p. 69)

C. 1. (2)
   2. (1)
   3. (2)
   4. (2)

Think About It: Make Inferences (p. 70)

Practice

1. (1)
2. (2)
3. (1)

▼ Lesson 8

After You Read (p. 75)

C. 1. (3)
   2. (1)

3. Possible answers: how to help his daughters, how to deal with the hurt he felt, suggestions for how to meet new people

Think About It: Understand the Main Idea and Details (p. 76)

Practice

A. 1. (3)
  2. Possible answers:
    - They do not understand.
    - Jane thinks I am angry with her.
    - But she is still upset.
    - Amy is having a hard time too.
    - Last night on the phone, she asked, "When are we coming home, Daddy?"

B. 1. Some couples marry too young.
  2. Some couples do not talk enough.
  3. Sometimes couples grow apart.

Word Work: Compound Words (p. 79)

A. 1. a. after/noon, after, noon
    b. suit/cases, suit, cases
    c. drive/way, drive, way
  2. Possible answers: without, another, anyone, understand, daydream, upset, maybe

B. 1. sun/screen, pay/check
  2. back/yard, bath/tub, news/stand, worried
  3. door/way, meeting, hair/cut, peace/maker

▼ Lesson 9

After You Read (p. 83)

C. 1. Here are three possible answers: She was born in China. She came to the United States. She ran a successful laundry with her family.
  2. proud, hard-working, down-to-earth
  3. Possible answer: will succeed because she works hard to get what she wants

Think About It: Make Inferences (p. 84)

Practice

1. yes
2. no
3. yes
4. no
5. yes
6. yes

Word Work: Prefixes and Roots (p. 87)

A. 1. unusual
  2. antidrug
  3. replay
  4. unkind
  5. rebuild
  6. unsure
  7. antifreeze
  8. reproduce

B. 1. re/read
  2. anti/social
  3. un/pleasant
  4. re/fuel
  5. anti/septic
  6. un/familiar
  7. un/necessary
  8. re/arrange

▼ Writing Skills Mini-Lesson: Writing Sentences (p. 88)

Practice

There are different ways to rewrite the sentences correctly. Here are some possible answers:

1. **I want to** improve my reading and writing skills.
2. **R**ecently, I **went** back to school.
3. **I am preparing for** a good career.
4. **W**hat are **you** going to study**?**
5. I am interested in **computers.**

▼ Unit 3 Review (p. 89)

Reading Review

1. (1)
2. (3)
3. (3)

Unit 4 Celebrate Differences

▼ Lesson 10

After You Read (p. 95)

C. Possible answers:
  1. Your answers will depend on the way you celebrate your holiday.
  2. He had no one to spend Christmas with.
  3. He began to talk to the Kahns. He invited his neighbors into his apartment. He made new friends.
  4. Brenda has an idea. Brenda invites everyone to their apartment to share special food and customs.

Think About It: Understand Plot and Character (p. 96)

Practice

1. (1)
2. (3)
3. (2)
4. **Rising action:** No one will have a traditional holiday.
   Climax: Brenda says, "Let's celebrate together!"
   Falling action: They all agree to celebrate together.
5. Paul Black, Brenda Kahn, Barry Kahn, Wanda Mays
6. Possible answers: young, alone, lonely, friendly, outgoing, homesick

Word Work: Suffixes *-ful, -less, -able, -or* (p. 99)

A. 1. creator
2. helpless
3. dependable
4. successful
5. useful
6. adorable
7. careless
8. counselor

B. 1. sorrow/ful
2. breath/less
3. agree/able
4. spectat/or
5. profit/able
6. thought/ful
7. use/less
8. act/or

▼ Lesson 11

After You Read (p. 103)

C. 1. where he was born, when he was born, what his childhood was like, what he does for a living
2. (1)
3. Possible answers: loyal, hard-working, Japanese American, patriotic, successful, served his country

Think About It: Make Inferences (p. 104)

Practice

1. Yes
2. No
3. Yes
4. Yes

Word Work: The Suffix *-ion* (p. 107)

A. 1. direction
2. discussion
3. confusion
4. reaction
5. location
6. inspection

B. 1. adopt + ion
2. celebrate + ion
3. complete + ion

C. Check your answers with your instructor.

▼ Lesson 12

After You Read (p. 111)

C. 1. "Manhattan"
2. "You've Got to Be Carefully Taught"
3. (2)
4. (1)

Think About It: Identify Rhyme, Rhythm, and Repetition (p. 112)

Practice

1. street, seat, meet, street
2. fear, year, ear
   afraid, made, shade
   late, eight, hate
4. "You've got to be taught." *or* "You've got to be carefully taught."
5. Possible answer: It helps stress that hate is learned.

▼ Writing Skills Mini-Lesson: Compound Sentences (p. 114)

Practice

2. The Parks are from Korea, and they sometimes cook Korean food for me.
3. The Ortegas do not speak English at home, but they speak English with their neighbors.
4. We are different in many ways, but we still like each other.

▼ Unit 4 Review (p. 115)

Reading Review

1. (3)
2. (2)
3. (1)

Writing Skills

This handbook lists the rules you learned in the Writing Skills Mini-Lessons in this book.

Spelling Rules: Adding Endings that Start with a Vowel

1. **For most words, just add the ending.**

   look + ing = looking play + er = player assist + ant = assistant

2. **If a one-syllable word ends with one vowel and one consonant, double the final consonant (unless it is *w* or *x*).**

   drop + ed = dropped hid + en = hidden **but:** fix + ed = fixed

3. **If a word ends with a silent *e*, drop the *e*.**

   type + ist = typist use + able = usable operate + or = operator

4. **If a word ends with a consonant plus *y*, change the *y* to *i* unless the ending starts with *i*.**

   happy + est = happiest carry + er = carrier **but:** carry + ing = carrying

Rules for Using Capital Letters

1. **Capitalize the first word of a sentence and the word *I*.**

   There was a fire last year. My wife and I lost everything.

2. **Capitalize the days of the week, holidays, and months.**

   Monday, Friday, Labor Day, Thanksgiving Day, January, May

3. **Capitalize the names of places (cities, states, countries, continents).**

   St. Louis, California, Mexico, Asia

4. **Capitalize people's names and titles.**

   David Gelman, the Hassans, Dr. Julia Estevez

Writing Complete Sentences

To write a correct, complete **sentence,** follow these rules:

1. **Write a complete thought.**

   Not complete: To prepare for a career.

   Complete: I am taking classes to prepare for a career.

2. **Include a subject (telling who or what the sentence is about) and a verb (telling what the subject does or is).**

   S V
   This **school offers** computer courses.

   S V
   I am a student in this school.

   S V
   I have taken many classes here.

   S V
   The **instructor** in room 104 **teaches** well.

3. **Start with a capital letter and end with a period (.), question mark (?), or exclamation point (!).**

   It is ten o'clock**.** Where were you**?** You missed the exam**!**

Writing Compound Sentences

You can combine two simple sentences into a **compound sentence** using the word *and* or *but*. Follow these rules.

1. **Include a subject, a verb, and a complete thought in each part of the compound sentence.**

   S V S V
   We come from many places, and **we have** different customs.

2. **The word *and* connects two related ideas. The word *but* connects two contrasting ideas. Use a comma (,) before *and* or *but.***

   We come from many places**, and** we have different customs.

   Our customs are different**, but** we have many things in common.

The Writing Process

The Writing Process is a series of stages that can help you create a good piece of writing. These stages are shown below.

1. Prewrite, or plan your writing.

A. Think about your topic.

B. List ideas about your topic.

C. Organize your ideas.
- Decide which ideas you will use.
- Decide how you will order them.

2. Write a first draft.

A. Use your ideas from stage 1.

B. Write about your topic.
- Include your most important ideas.
- Use details to explain what you mean.

3. Revise your first draft.

A. Check that your draft
____ includes your important ideas
____ has details to explain what you mean
____ is clear and easy to understand

B. Make changes to improve your writing.

4. Edit your work.

A. Check your draft for errors in
____ spelling
____ punctuation
____ capitalization

B. Correct any mistakes you find.
If you need help, use the Writing Skills Handbook on page 126 or ask your instructor.

5. Recopy your draft.

A. Write a final draft. Include all of your revising and editing changes.

B. Compare your first and final drafts.
- Note improvements.

C. Share your final draft with a classmate, a friend, or your instructor.

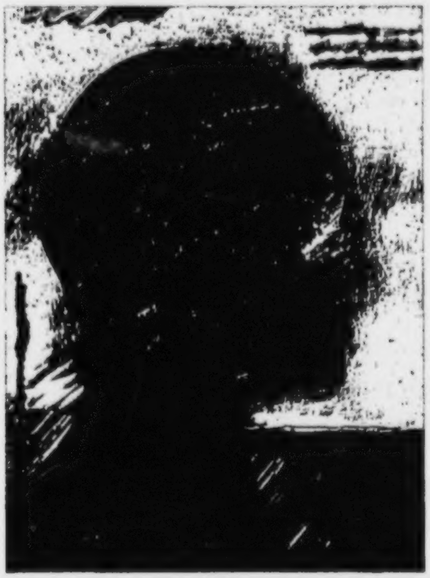
Reading and Writing for Today's Adults

Voyager

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.



2

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

Teacher's Resource Guides

Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

Placement Tool

The easy-to-use placement tool helps place students in the appropriate *Voyager* student book.

ISBN 1-56420-152-X
New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York
800-448-8878

Workbook

CE CETR 0129

Voyager

Reading and Writing for Today's Adults

2

214

New Readers Press

Workbook

Voyager

Reading and Writing for Today's Adults

2

Betsy Rubin

Advisers to the Series

Mary Dunn Siedow
Director
North Carolina Literacy Resource Center
Raleigh, NC

Linda Thistlethwaite
Associate Director
The Central Illinois Adult Education Service Center
Western Illinois University
Macomb, IL

New Readers Press

Acknowledgments

"Everybody Says" by Dorothy Aldis reprinted by permission of G.P. Putnam's Sons from EVERYTHING AND ANYTHING, copyright 1925–1927, © renewed 1953–1955 by Dorothy Aldis.

"Fantasia" by Eve Merriam from A SKY FULL OF POEMS by Eve Merriam. Copyright © 1964, 1970, 1973, 1986 by Eve Merriam. Reprinted by permission of Marian Reiner.

"People" by Lois Lenski from SKIPPING VILLAGE, published by Stokes-Lippincott, © 1927 and renewed 1955 by Lois Lenski. Used by permission of The Lois Lenski Covey Foundation, Inc.

Voyager: Reading and Writing for Today's Adults™ Voyager 2 Workbook
ISBN 1-56420-162-7
Copyright © 1999
New Readers Press
U.S. Publishing Division of Laubach Literacy International
Box 131, Syracuse, New York 13210-0131

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3

Director of Acquisitions and Development: Christina Jagger
Content Editor: Mary Hutchison
Developer: Learning Unlimited, Oak Park, IL
Developmental Editor: Pamela Bliss
Cover Designer: Gerald Russell
Designer: Kimbrly Koennecke
Artist/Illustrator: Linda Alden

Contents

▼ Unit 1: Family Ties

Lesson 1 Think About It: Understand Plot .4
Word Work: The Vowel Combinations *ie* and *ei* 5
Lesson 2 Think About It: Understand the Main Idea and Details 6
Word Work: The Letter Combinations *ow* and *ou* 7
Lesson 3 Think About It: Identify Rhythm and Rhyme 8
Writing Skills Practice: Adding Endings That Start with a Vowel 9
Reading and Writing Practice 11

▼ Unit 2: Life Goes On

Lesson 4 Think About It: Understand Character 14
Word Work: Context Clues 15
Lesson 5 Think About It: Understand the Use of Repetition 16
Lesson 6 Think About It: Make Inferences .17
Word Work: Context Clues 18
Writing Skills Practice: Using Capital Letters 19
Reading and Writing Practice 21

▼ Unit 3: New Beginnings

Lesson 7 Think About It: Make Inferences .24
Lesson 8 Think About It: Understand the Main Idea and Details 25
Word Work: Compound Words 26
Lesson 9 Think About It: Make Inferences .27
Word Work: Prefixes and Roots 28
Writing Skills Practice: Writing Sentences 29
Reading and Writing Practice 31

▼ Unit 4: Celebrate Differences

Lesson 10 Think About It: Understand Plot and Character 34
Word Work: Suffixes *-ful, -less, -able, -or* 35
Lesson 11 Think About It: Make Inferences .36
Word Work: The Suffix *-ion* 37
Lesson 12 Think About It: Identify Rhyme, Rhythm, and Repetition 38
Writing Skills Practice: Compound Sentences 39
Reading and Writing Practice 41

▼ Answer Key 44

Lesson 1

Think About It: Understand Plot

A **plot** usually has three parts:

- **Rising action** introduces the characters and the problem.
- The **climax** is the turning point; the problem is solved.
- **Falling action** draws the story to a close.

A. Read this story about Ann, Keith, and Marla.

Ann's Story

"I should take Marla's picture off my desk," Ann said to herself. She stared at the photo of the young woman. Ann remembered their fight last summer. Marla's angry words still hurt her.

Suddenly the phone rang. Ann jumped. She answered. "This is Ann Field. May I help you?"

"Grandma?" The child's voice was small and shaky. Ann's heart started to pound. "Keith, what's wrong?"

"Mom's in Blaine Hospital. She's really sick. Can you come?"

"I'll be right there, honey."

Ann grabbed her purse and ran to find her boss. "My baby—my daughter—is in the hospital. Please. I need to go to her." In minutes, Ann was in her car driving to the hospital. She tried not to cry. "Don't worry, Marla," she said aloud. "I'm on my way."

B. On separate paper, make a plot map like the ones in Lesson 1. Fill in these events in the correct order:

Ann goes to help Marla.

Ann and Marla are still not speaking to each other.

Keith tells Ann Marla is sick.

218

Word Work: The Vowel Combinations *ie* and *ei*

- When you see *ie* in a new word, try long *e* first.
- When you see *ie* at the end of a three-letter word, try long *i*.

A. Read the underlined word. Circle the vowel sound you hear. Then read each sentence.

1. Ann believed Marla was still angry. long *e* long *i*
2. Ann knew Keith did not lie. long *e* long *i*
3. She was afraid her daughter would die. long *e* long *i*
4. Ann's grief would be terrible. long *e* long *i*

- When you see *eigh* in a new word, try long *a*.
- When you see *ei*, try long *a* first. If you don't recognize the word, try long *e*.
- When you see *cei*, try long e.

B. Read the underlined word. Circle the vowel sound you hear. Then read each sentence.

1. Marla left the neighborhood. long *a* long *e*
2. Keith called his grandmother. long *a* long *e*
3. Ann's blood pounded in her veins. long *a* long *e*
4. Marla received help from her mother. long *a* long *e*

C. Read these sentences. Write the vowel sound of each underlined word (long *e*, long *i*, or long *a*.)

1. Marla deceived her mother eight months ago. _____ _____
2. Ann Field grieved over Marla's lies. _____ _____ _____
3. The angry words weighed on her mind. _____
4. Ann tried to conceive of a life without family ties. _____ _____ _____
5. Marla cried with relief. _____ _____

▶ Lesson 2

Think About It: Understand the Main Idea and Details

- The **main idea** is the most important point in a piece of writing.
- **Supporting details** help explain the main idea.

A. Read the letter.

To My Wife

Dear Tanya,

Eight years today! We've been married all this time, and you have been there for me every minute.

You were there for me when I lost my job. You gave me a hug and poured me a cup of coffee. Then you helped me look through the want ads. When my new job got tough, you let me talk about it. You had your own troubles, but you always had time to listen to mine. When my dad died, you mourned with me. You helped plan the funeral and take care of my mom.

Thank you for always standing by me. Happy Anniversary, my very special wife!

All my love, Eddie

B. Write **MI** next to the main idea of Eddie's letter. Write **SD** next to each supporting detail.

1. _____ Tanya helped Eddie look for a new job.

2. _____ Tanya helped Eddie when his father died.

3. _____ Tanya listened when Eddie had problems at work.

4. _____ Tanya has stood by Eddie for eight years.

5. _____ Tanya helped care for Eddie's mother.

C. Use your answers to part B to fill in a main idea and details chart like the one in Lesson 2.

Word Work: The Letter Combinations *ow* and *ou*

When you see *ow* in a new word, try long *o*. If you don't recognize the word, try the *ow* sound as in *now*.

A. In each sentence, the two underlined words have the same *ow* sound. Write *long o* if the underlined words have a long *o* sound. Write *now* if the *ow* sounds like *now*. Read each sentence.

1. Tanya and I live in a crowded apartment downtown. ____________________

2. We know we'll have a home of our own one day. ____________________

3. We will mow the lawn and grow tomatoes. ____________________

4. We will plant flowers, but we won't allow weeds. ____________________

When you see *ou*, try *ou* as in *out*. If you don't recognize the word, try *ou* as in *young, could, you, soul, four,* or *ought.*

B. In each sentence, the two underlined words have the same *ou* sound. Write *out* if the *ou* sounds like *out*. If the *ou* doesn't sound like *out,* write the word above that it sounds like. Read each sentence.

1. Tanya smiles and says I give her double trouble. ____________________

2. I once bought a purple sofa, and she thought I was crazy. ____________________

3. She never shouts at me—she just counts to three. ____________________

4. I got fourteen tickets, so I had to go to traffic court. ____________________

C. Read the sentences. Write *long o,* or the word above that the *ow* or *ou* sounds like, over each word.

1. Before I met Tanya, I hung around with a rowdy group of loudmouths.

2. We used to howl and growl like a pack of young hound dogs.

3. Tanya is proud of the way I turned out, though.

4. Tomorrow I will show her how she has touched my life.

▶ Lesson 3

Think About It: Identify Rhythm and Rhyme

Poems have a **rhythm.** The rhythm is created when certain words or word parts are stressed to form a pattern.

Many poems contain words that **rhyme.** When two words rhyme, they end with the same sound.

A. Read the poem by someone who just wants to look like herself.

Everybody Says

Dorothy Aldis

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's
But *I* want to look like *ME!*

B. Answer the questions.

1. Which of the following shows the rhythm of the poem?
(1) My NOSE is like my FATHer's
(2) MY nose IS like MY father's

2. Which words rhyme?
(1) *mother* and *father's*
(2) *Bee* and *me*

3. Write two other words that rhyme with *me.*

____

____

Writing Skills Practice: **Adding Endings That Start with a Vowel**

When an ending starts with a vowel, follow these rules:

1. For most words, just add the ending.
2. If a one-syllable word ends with one vowel plus one consonant, double the final consonant (unless it is *w* or *x*).
3. If a word ends with a silent e, drop the e.
4. If a word ends with a consonant plus *y*, change the *y* to *i* unless the ending starts with *i*.

A. Follow the rules above to add the ending to each word. Write the new word on the line.

1. thump + ing = ________________

2. enjoy + ed = ________________

3. step + ing = ________________

4. worry + ed = ________________

5. try + ed = ________________

6. believe + able = ________________

7. fly + ing = ________________

8. allow + ance = ________________

9. tax + able = ________________

10. hop + ing = ________________

B. Read the story. Correct the errors in words containing endings that start with a vowel. One has been done as an example.

When I was ~~growwing~~ growing up, my youngger sister and I staied home alone after school. My sister never studyed. She was always danceing around the house or blabing on the phone. I got stuck with the cookking and cleaning. I never had enough time for studing. I'm still mad at my sister. I am even mader at my father. He never tryed to make my sister help me.

C. What do you enjoy doing with your family? Write sentences starting with *I enjoy* or *I don't enjoy.* Use the word in parentheses. Add *-ing* using the rules on page 9.

1. (chat) I enjoy chatting with my family.
2. (relax) ______
3. (quarrel) ______
4. (eat) ______
5. (shop) ______
6. (phone) ______
7. (read) ______
8. (ride) ______

D. What did you do as a child? Write sentences starting with *I often, I sometimes,* or *I never.* Use the words in parentheses. Add *-ed* to the underlined word using the rules on page 9.

1. (study hard) I often studied hard.
2. (play with my) ______
3. (worry about) ______
4. (hug my) ______
5. (wash and dry the) ______
6. (like my) ______
7. (mop the) ______
8. (kid my) ______

Reading and Writing Practice

A. Read Mike's story.

We'll Take Care of You

When I moved to a new city, I had some nice neighbors. Their names were Robert and Kim. I didn't know them well at first, but they became my family.

One Sunday afternoon, I got very sick. I thought I had the stomach flu. I couldn't stop throwing up. Something was very wrong. I knew I needed to get to a hospital. I had no family to help me, and I couldn't think clearly. I thought I would take the bus. What a crazy idea!

I opened my door and stepped into the hall. Then I fell right down. I couldn't get up. I thought I would die right there in the hall.

A door opened. My neighbor, Kim, stepped out. "Mike!" she cried. "Are you OK? I'm calling an ambulance." I closed my eyes.

When I opened them again, I was in the hospital. Kim and Robert were standing by my bed. "Hi, neighbor!" Robert grinned. "The doctor says you'll live. You just ate some bad food."

Kim said, "You're coming home with us, Mike. We'll take care of you until you're on your feet. For now, we'll be your family."

B. Choose the best answer.

1. Which of the following tells the main idea of the story?
   (1) Mike's neighbors became his family.
   (2) Mike ate some bad food and got very sick.

2. Which of the following details helps support the main idea?
(1) Mike closed his eyes and opened them in the hospital.
(2) Kim said Mike could stay with her and Robert.

3. Which of the following is the climax of the story?
(1) Mike woke up in the hospital, and Kim and Robert were there.
(2) Mike fell down in the hall, and Kim found him.

4. Which of the following is part of the rising action of the story?
(1) Mike got very sick one Sunday afternoon.
(2) Robert grinned at Mike in his hospital bed.

C. Practice your writing skills. Rewrite each sentence correctly. Look for spelling errors in words with endings that start with a vowel.

1. Mike planed to take a bus to the hospital.

____

2. He was triing to get to the bus stop.

____

3. Mike hopped he wouldn't die.

____

4. This was the scaryest day of his life.

____

5. Robert and Kim helpped Mike.

____

6. His neighbors have been takeing good care of him.

____

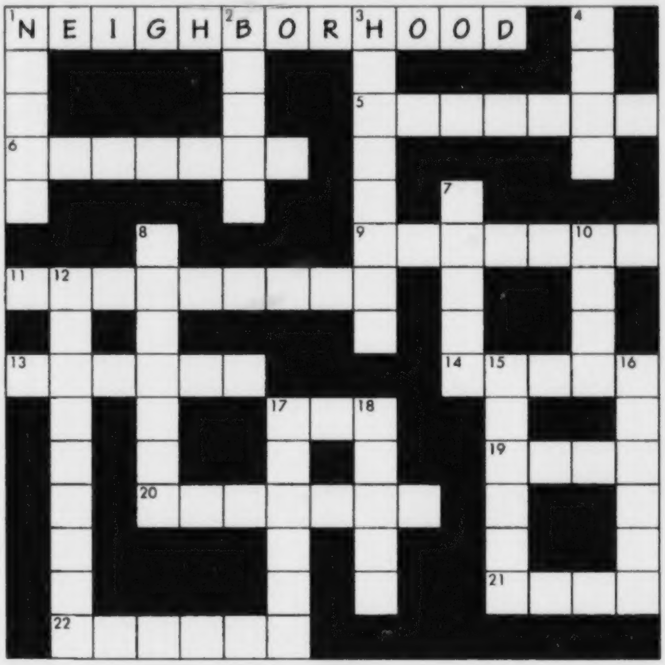
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list.

ACROSS

1. Area of a city or town
5. Stop + ed
6. The top of a room
9. Rhymes with *you:* We walked _____ the park.
11. A place to eat lunch
13. "_____" and "thank you"
14. Sketched
17. A sickness
19. I look _____ my mother.
20. It growls when you are hungry.
21. Something to eat
22. The word for *80*

DOWN

1. Your sister's daughter
2. Rhymes with *thing*
3. Place for sick people
4. Unit 1: Family _____
7. How you feel when you do something well
8. The main idea and supporting _____
10. Get bigger
12. Money that some children get from their parents
15. Rhymes with *chief*
16. Need + ed
17. There are three boys and two girls in my _____.
18. Painful stomach ailment



WORD LIST

allowance
bring
cafeteria
ceiling
details
drawn
eighty
family
flu
food
grow
hospital

like
needed
✓neighborhood
niece
please
proud
relief
stomach
stopped
through
ties
ulcer

Lesson 4

Think About It: Understand Character

A **character** is a person in a story. As you read, you can learn how a character looks, acts, thinks, or feels.

A. Read this story about Carmen's husband, Hector.

Night School Nightmare

"I'm sorry, Hector," said his teacher, Peg. "You missed too many classes. I won't be able to pass you."

Hector stood in Peg's office. He towered over her, but he suddenly felt very small. He just had to finish school.

"I know I missed the last two weeks of classes. My wife had to work overtime, and I couldn't leave our son alone at night. Now my wife is back to working just daytime hours, and I can get back to school. Can I make up the classes?"

"You can try, but you'll have to finish all the work," said Peg.

Two weeks later, Hector was back in Peg's office. "Congratulations," she said. "You passed!" Hector leaned down and shook Peg's hand. Now he felt as tall as he looked.

B. 1. Try to imagine what Hector looks like. You know he is tall. Write two or three more words that describe Hector.

2. On your own paper, make a character web about Hector. Choose from this list. Add your own ideas if you wish.

is tall
is lazy
is blond
is a liar
is a student
is a father
cares about his family
cares about sports
cares about finishing school

Word Work: Context Clues

You can often figure out the meaning of a word by using hints from the words and sentences around it. These hints are **context clues.**

Use context clues to figure out the meaning of each underlined word. Choose the correct answer.

1. Peg was sympathetic to Hector. She listened to his problem and gave him a second chance.
   (1) mean and uncaring (2) kind and understanding

2. Hector was a diligent student. He finished all of his class work.
   (1) hard-working (2) lazy

3. Hector did all the work and submitted it to his teacher.
   (1) gave (2) received

4. Peg recorded Hector's grade in her grade book.
   (1) made a tape of (2) wrote down

5. When Hector passed, Carmen clapped her hands in glee.
   (1) joy (2) anger

6. Carmen congratulated Hector. She was very happy for him.
   (1) expressed pleasure (2) expressed disappointment

7. Hector aspired to work as a reporter. Now he could look for a job with a newspaper.
   (1) didn't want (2) hoped

8. Hector had an aptitude for newspaper writing. He would be good at it.
   (1) talent (2) inability

▶ Lesson 5

Think About It: Understand the Use of Repetition

A poet often repeats words or phrases in a poem. This **repetition** helps get a poet's meaning across.

A. Read this poem about one couple's life together. Notice the repetition.

We Made It Through

Elizabeth Phelps

When the baby wouldn't sleep,
We made it through.
When we had to move,
We made it too.
When you lost your job,
We made it through.
When our house burned down,
We made it too.
Because you've got me,
and I've got you.

B. Answer the questions.

1. Two statements are repeated in the poem. What are they?

a. ______________________________

b. ______________________________

2. The poet repeated these statements to show that the couple
(1) had many problems in their life together
(2) got through many hard times together

3. Write the two words in the repeating statements that rhyme.

______________ ______________

4. Write the main idea of the poem in your own words.

____

Lesson 6

Think About It: Make Inferences

When you read, you **make inferences.** This means you use clues to figure out things the writer has not told you directly.

A. Read the story.

Bessie Faces the World

All the neighbors knew Bessie Stone. Bessie was very friendly. She always had a smile on her wrinkled face. She loved to talk about the news. She would stop me in the hall and say, "What do you think of the president's new plan for jobs?"

But then Bessie began to change. She stopped talking to people or even looking at them. Her white hair was always messy. She hardly ever left her apartment. She didn't get the newspaper anymore. We worried about her.

Then one day Bessie came to my door. Her hair was neat, and she wore dark glasses. In her hand was a white cane. "I'm ready to face the world again," she smiled, holding up her cane. "So, did you hear the president today? Doesn't he speak well?"

B. Answer the questions.

1. We don't know how old Bessie is. How old might she be?
(1) about 30 years old (2) about 80 years old

2. Where did Bessie live?
(1) in her own house
(2) in an apartment building

3. Bessie had a problem that changed her life. She learned to live with this problem. What was it?
(1) She went blind.
(2) She became lame.

Word Work: Context Clues

Context clues are hints in sentences that you can use to figure out unknown words.

Read each sentence and look at the underlined word. Use context clues to figure out the word's meaning. Then choose the correct meaning from the pair of words on the left and write it on the line.

young, old

1. Bessie Stone was an elderly woman, but she was very active.

old ____________________

friendly, unfriendly

2. Bessie was very sociable. She visited with everyone.

____

hearing, sight

3. Bessie began to lose her vision. She couldn't read anymore.

____

doctor, dentist

4. Bessie's physician, Dr. Van, said, "I'm sorry. You will never see again."

____

upset, calm

5. When Bessie went blind, she was distraught. She cried for days.

____

treatment, medicine

6. Bessie received therapy to help her cope with blindness.

____

lost, got

7. She acquired a white cane from her doctor to help her walk.

____

Writing Skills Practice: **Using Capital Letters**

Use a **capital letter** at the beginning of the following words:

- the first word of a sentence and the word *I*
- days of the week, holidays, and months
- names of places (cities, states, countries, continents)
- people's names and titles

A. Look at each word. If it *always* needs a capital letter, rewrite the word correctly on the line. Write **OK** if it doesn't always need a capital letter.

1. thursday ________________

2. africa ________________

3. i ________________

4. me ________________

5. april ________________

6. canada ________________

7. month ________________

8. atlanta ________________

9. february ________________

10. state ________________

11. mr. and mrs. sills ________________

12. north america ________________

13. dr. anita joyner ________________

14. new year's day ________________

15. san antonio ________________

16. birthday ________________

17. california ________________

18. lake ________________

19. ann haywood ________________

20. doctor ________________

B. In the paragraph, rewrite each word that needs a capital letter.

When
~~when~~ i was young, my family moved around a lot. i was born in mexico. when i was eight, we moved to los angeles. soon we moved again. over the years, we spent christmas in six different cities. it was hard to go to a new school every september or january. some special teachers understood and helped me: mr. levi in chicago, ms. woods in milwaukee, and mrs. rosa stallone in trenton, new jersey. also, my parents made sure to spend every saturday and sunday with my brother and me. it was hard to move so much, but my teachers and my parents helped me through.

C. Answer each question with a complete sentence. Use capital letters correctly.

1. What is your teacher's name?

2. When is your birthday?

3. What is your favorite holiday?

4. What city and state do you live in?

5. What is the hardest day of the week for you?

Reading and Writing Practice

A. Read Mia's story.

How I Learned to Drive

"Here's your permit," said the woman at the desk. I felt proud. As a teenager, I had been in a bad car crash. Now, years later, I was ready to learn to drive.

For eight weeks, my younger brother Joey tried to teach me to drive. It was a nightmare. Joey would shout at me, "Stop! Stop!" or "Don't stop! Keep going!" or "What are you—crazy?" Sometimes I cried. Sometimes I shouted back. I wanted to drive, but these lessons were not helping.

One day, Joey said, "I give up, Mia. You'll never learn."

I went home and thought about things. Did I really want to drive? Or should I just give up like Joey did? Then I knew the answer and what I had to do.

I went and found a new teacher. It was my neighbor, Tim. Tim was very calm. He quietly told me what to do. He never shouted. I began to drive better and better. Finally, I felt I was ready. I took the driving test and passed.

"Congratulations!" Tim said, and he kissed me for the first time.

I smiled and said, "I'm taking you out for dinner tonight. But first, let's go surprise Joey."

B. Choose the best answer. You may need to make inferences.

1. We don't know how old Mia is. How old might she be?

(1) 16
(2) 28

2. How did Mia feel about herself?
   (1) She believed in herself.
   (2) She thought she couldn't do anything right.

3. What kind of person was Mia?
   (1) shy
   (2) determined

4. What did Joey do that Tim didn't do?
   (1) He shouted at Mia.
   (2) He remained calm.

5. How do you think Tim felt about Mia?
   (1) He didn't care one way or the other.
   (2) He liked being with her.

C. Rewrite each sentence, using capital letters correctly.

1. i Got my driving permit on tuesday, november 1.

   ____

2. my Brother joey said i was the worst Driver in florida.

   ____

3. my new Teacher was tim wilson.

   ____

4. i passed My test on wednesday, april 1.

   ____

5. yes, i Really took the test on april fools' day!

   ____

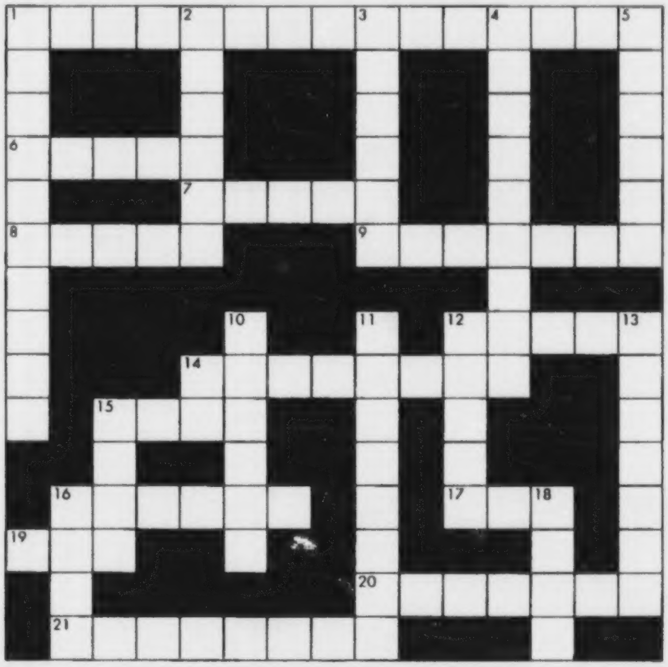
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list below.

ACROSS

1. "_____! You passed the test."
6. End with the same sound
7. Fight with words
8. _____ from 1 to 10
9. Drive + ing
12. A fruit that rhymes with *each*
14. The day after today
15. Not rich
16. Look at yourself in the _____.
17. "Excuse me, _____. Are you Mr. Lee?"
19. Did she _____ the lottery?
20. First part of the day
21. Not being able to hear

DOWN

1. People in a story
2. Say again
3. Look + ed
4. A job _____
5. Looking
10. Sadness
11. These things give you trouble.
12. People who write poems
13. Hear + ing
14. *Two, too,* and _____
15. Rhymes with *main*
16. You think with this.
18. Water from the sky



WORD LIST

argue
characters
congratulations
count
deafness
driving
hearing
interview
looked
mind
mirror
morning
pain
peach
poets
poor
problems
rain
repeat
rhyme
seeing
sir
sorrow
to
tomorrow
win

Lesson 7

Think About It: Make Inferences

To understand what you read, you may need to **make inferences.** When you **infer,** you use what you already know and clues in the reading to figure out information that is not stated.

A. Read this poem.

Fantasia

Eve Merriam

I dream
of
giving birth
to
a child
who will ask
"Mother,
what was war?"

B. Check each inference you can reasonably make about the woman in the poem.

_____ **1.** She is afraid of the pain of giving birth.
_____ **2.** She thinks there is too much war in the world now.
_____ **3.** She wants to have a child.
_____ **4.** She thinks that war is the right thing sometimes.
_____ **5.** She hopes her child asks questions.
_____ **6.** She hopes there won't be wars in the future.
_____ **7.** She wants to have a lot of children.
_____ **8.** She hopes the next generation won't have wars.

Lesson 8

Think About It: Understand the Main Idea and Details

The **main idea** is the most important point in a piece of writing. Sometimes it is stated. Sometimes it must be inferred. **Details** support or explain the main idea.

A. Read Sue's journal.

May 28

I can't take it anymore. Al is always so cold to me. He hardly talks except to pick a fight. He says I talk too much. It seems the living room is his bedroom now. He just falls asleep right there on the sofa. I'm really lonely. Well, I'm taking the girls, and I'm leaving. It'll be hard on all of us, but staying isn't good either.

June 6

The kids and I are at Mom and Dad's. I just called Al and told him I want a divorce. He couldn't believe it. He thought there was another man. I said no, it's just that our marriage isn't working. We have to make new lives for ourselves.

B. Answer the questions.

1. Look at Sue's journal entry for May 28. What is the main idea?
   (1) Al says Sue talks too much.
   (2) Al has been ignoring Sue.
   (3) Sue doesn't care about Al anymore.
2. Which two details support the main idea? Check two answers.
   _____ (1) Al hardly talks to Sue.
   _____ (2) Staying together wouldn't be good for the children.
   _____ (3) Sue is very lonely.
3. Write the main idea for the June 6 entry in your own words.

   ____

Word Work: Compound Words

A **compound word** is a word made up of two smaller words. When you come to a long word you don't know, look for smaller words in it that you do know. You may be able to figure out the word that way.

A. Write the two words that make up each compound word.

1. headache ________ + ________

2. bathroom ________ + ________

3. armrest ________ + ________

4. overtime ________ + ________

5. anymore ________ + ________

6. dishwasher ________ + ________

7. tiebreaker ________ + ________

8. eyeglasses ________ + ________

9. workplace ________ + ________

10. bedtime ________ + ________

B. Underline each compound word in the paragraph. Draw a line between the two smaller words in the compound word.

One after|noon, Sue sat on a footstool in her parents' living room. She was holding the newspaper, but she wasn't reading. She thought, "I think I'm doing the right thing, but I didn't expect this heartache." The girls were upstairs doing their homework, but they would be downstairs soon. She just couldn't face anyone right now. She went into the bathroom and washed her face with a hot washcloth. She still needed some time alone, so she filed her fingernails. She cleaned the bathtub. She got out her toothbrush and toothpaste and brushed her teeth. At last, she felt ready. Now, it's almost dinnertime, she thought. Everyone will be hungry. I think I'll make a strawberry shortcake for dessert.

Lesson 9

Think About It: Make Inferences

Sometimes you can figure out ideas that are not stated. You can use clues to help you **make inferences.**

A. Read the story.

"Country Boy"

I am from Mississippi. I grew up working on the land. Picking crops was hard work, and the pay was too low to live on. I had cousins in Chicago, and at the age of 18, I decided to move there, too. But it was hard to leave home.

I found work right away, and I started earning more money. In many ways, though, I was not ready for my new life. The city was full of cars and buses, stores, and nightclubs. People wore fancy clothes. I looked out of place. At first, my cousins made fun of me and my clothes. They called me "country boy." As time went by, I learned to fit in. I began to enjoy big city life. But even today, I think of the open sky and the kind, friendly faces back home. Mississippi is still in my heart.

B. Use inference to answer the questions.

1. Why did the author move to Chicago?
(1) He wanted to get away from his family in Mississippi.
(2) He hoped to find better work there.
(3) He wanted to live in an exciting place.

2. Why did his cousins call him "country boy"?
(1) They wanted to be from the country, too.
(2) His clothes were for working on a farm.
(3) They thought his clothes were nice.

3. How old would you infer the author is now?
(1) 18 (2) 20 (3) over 30

Word Work: Prefixes and Roots

A **root** is the word part that carries the basic meaning. A **prefix** is a word part that is added to the beginning of a root to make a new word. When you come to a word you don't recognize, see if it has a prefix and root. If so, cover the prefix and read the root first. Then add the prefix and read the whole word.

A. Add a prefix to a root to make a new word. You can use each root and prefix more than once. Make sure you form only real words.

Prefixes

re-
un-
anti-

Roots

freeze
write
war
tie
lock
open

1. retie________ **3.** ____________ **5.** ____________

2. ____________ **4.** ____________ **6.** ____________

B. Underline all the words in the paragraph that contain the prefixes *un-*, *re-*, and *anti-*. Draw a line between the prefix and root.

Life was hard in Mississippi, but I wasn't un|happy. Our home was small and uncomfortable. It was unusual for us to buy anything new. We had to reuse everything, from clothes to cooking oil. We borrowed a lot of money that we couldn't repay. I made money in Chicago to pay off our debts, but my life was hard there, too. There were so many unfriendly people. I'm not antisocial, but I couldn't get used to the uncaring crowds. In my mind, I relived the quiet times back home. I recalled how family and friends took care of each other. I wished I could return.

▶ Writing Skills Practice: Writing Sentences

To write a correct, complete sentence, follow these rules:

1. Write a complete thought.
2. Include a subject (telling who or what the sentence is about) and a verb (telling what the subject does or is).
3. Start with a capital letter and end with a period (.), question mark (?), or exclamation point (!).

A. Check each complete thought below.

_____ **1.** Found a very good job.

_____ **2.** Ray found a job.

_____ **3.** Good benefits.

_____ **4.** Gets four weeks off.

_____ **5.** What days?

_____ **6.** When is he there?

_____ **7.** His new boss, Tina.

_____ **8.** He likes his boss.

_____ **9.** Tina nice and friendly.

_____ **10.** Smart, helpful, and understanding.

B. On the lines below, rewrite each incomplete sentence as a complete sentence.

____

____

____

____

____

____

____

C. Rewrite each sentence using capital letters correctly. Put a period, question mark, or exclamation point at the end.

1. how did ray find his new job

____

2. he saw a sign in the window of keller's market

____

3. tina keller, the owner, needed a driver

____

4. ray knows his way around springfield

____

5. ms. keller hired ray on the spot

____

D. Write correct, complete sentences using each of the following word groups.

1. drives a delivery truck

____

2. 40 hours a week

____

3. how much money does

____

4. does he like

____

Reading and Writing Practice

A. Read the journal.

Pam's Journal [redacted]

November 2

My sister Kate showed up today. She had her little daughter with her. "Can you watch the baby today?" she asked. I agreed, but now I wish I hadn't. It's 10 at night. Misty is sleeping on a blanket on the floor. And I have no idea where Kate is.

November 9

I found out that Kate is back on drugs. I know Kate isn't a bad person. Maybe she will get her life together one day. But there is nobody who can take care of Misty. I guess I'm stuck with her. I was making a good life for myself, too. I have an apartment. I have a job. I'm going back to school. How can I add a child to all this?

November 16

Today I was making dinner. Misty was on the kitchen floor playing with some spoons. Suddenly, she looked up at me. Her eyes were big and round, and full of trust. She smiled and raised her arms. I just had to pick her up and hold her tight. She's seen so much in her young life. I want her to stay with me now. I'll find a way.

B. Choose the best answer.

1. Who is Misty?
(1) Pam's sister
(2) Pam's daughter
(3) Pam's niece

2. About how old is Misty?
(1) about 2 weeks old
(2) about 1 year old
(3) about 8 years old

3. Pam wrote, "She's seen so much in her young life." What did she mean?
(1) Even though Misty is young, her life has been hard.
(2) Misty has seen a lot of TV and movies.
(3) Misty is young, so she can see very well.

4. What is the main idea of the November 16 entry?
(1) Misty likes to play at Pam's home.
(2) Misty is a beautiful, friendly child.
(3) Misty needs Pam, and Pam wants to take care of her.

5. Which detail supports the main idea of the November 16 entry?
(1) Pam will find a way for Misty to stay with her.
(2) Misty was playing with some spoons.
(3) Pam was making dinner.

C. Rewrite the following as complete, correct sentences. Your sentences should be about the story.

1. is a baby

____

2. is worried about

____

3. what will

____

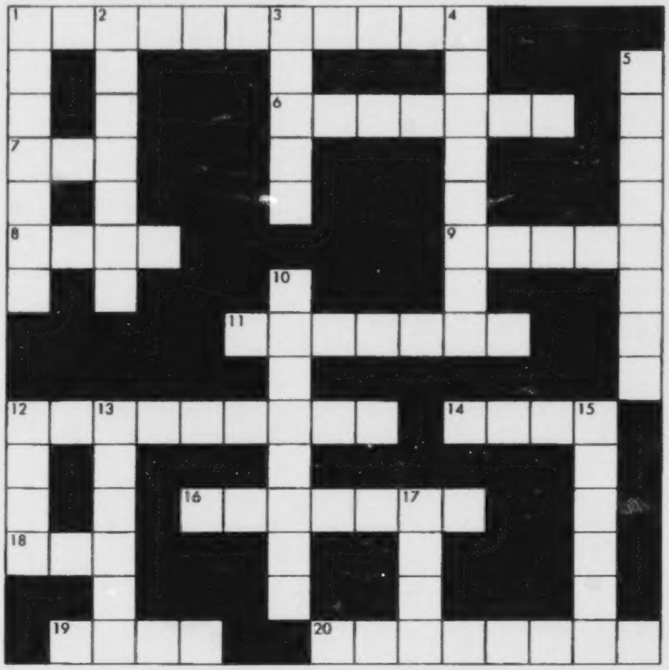
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list below.

ACROSS

1. The _____ Railroad
6. Un + usual
7. A long time _____
8. _____ your suitcase.
9. "In God we _____."
11. Al joined a _____ group.
12. Begin + ing
14. Dream or hope
16. Peg Leg Joe led slaves to _____.
18. _____ and me
19. What is the main _____ of the story?
20. Can Sue and Al save their _____?

DOWN

1. Un + happy
2. The end of a marriage
3. Re + use
4. Son and _____
5. Start + ing
10. Mamie's laundry _____ was a success.
12. Infant
13. Rhymes with *found*
15. Hope + ing
17. Sue told Al, "Our marriage is _____."



WORD LIST

ago
baby
beginning
business
daughter
divorce
freedom
ground
hoping
idea
marriage

over
pack
reuse
starting
support
trust
Underground
unhappy
unusual
wish
you

▶ Lesson 10

Think About It: Understand Plot and Character

The **plot** of a story has three parts: the rising action, the climax, and the falling action. The **characters** are the people in a story.

A. Read the story.

A New Celebration for Wanda

Wanda Mays had made chili. She asked her new neighbors to lunch, but Mrs. Noor said, "We can't eat with you today."

Wanda felt hurt. Why didn't the Noors want to eat at her home? Later, there was a knock on the door. It was Mrs. Noor.

"We did not mean to be rude, Mrs. Mays. You see, it is Ramadan. This is a holy time for Muslims. During Ramadan, we cannot eat or drink from sunrise to sundown. Please, I invite you to join us tonight for a special Ramadan meal."

That night the Noors' home was filled with people. Wanda and Mrs. Noor got to know each other. As Wanda was leaving, Mrs. Noor told her, "I'm glad we're neighbors!"

Wanda laughed and said, "Let's have lunch soon."

B. **1.** On separate paper, make a plot map like the one in Lesson 10. Fill in these events in the correct order:

Mrs. Noor invites Wanda to the Ramadan meal.

Wanda invites her new neighbors to lunch and is hurt when Mrs. Noor turns her down.

The neighbors become friends.

2. Make a character web for Mrs. Noor like the one in Lesson 10. Choose from the following words. Add others if you wish.

rude
shy
wealthy
polite
hates chili
good neighbor
religious
friendly
tall
Muslim

Word Work: Suffixes *-ful, -less, -able, -or*

A **suffix** is added to the end of a root to make a new word. If you don't recognize a word, see if it has a suffix. If so, cover the suffix and read the root first. Then add the suffix and read the whole word.

A. Add the suffix to each word below. Write the new word.

1. spoon + ful ____________________
2. instruct + or ____________________
3. love + able ____________________
4. child + less ____________________
5. cheer + ful ____________________
6. thank + less ____________________
7. wash + able ____________________
8. wake + ful ____________________
9. govern + or ____________________
10. return + able ____________________
11. speech + less ____________________
12. dictate + or ____________________

B. Add a suffix from the box to the root in parentheses to make a word that fits the sentence. Then write the new word on the line.

-ful -less -able -or

1. (skill) Wanda is a ____________________ cook.
2. (hurt) Wanda thought Mrs. Noor's words were ____________________.
3. (understand) Wanda's hurt feelings were ____________________.
4. (thought) Mrs. Noor didn't mean to be ____________________.
5. (visit) That evening Wanda was a ____________________ in the Noor home.
6. (comfort) Wanda ate so much that she wasn't ____________________.

Lesson 11

Think About It: Make Inferences

Clues in writing can help you **infer**, or figure out, information that is not directly stated.

A. Read this biography of a famous American writer.

Langston Hughes

Langston Hughes, an African American poet and writer, was born in Missouri in 1902. While he was growing up, he lived in many places, including Kansas, Illinois, Ohio, and Mexico. From a young age, Hughes was interested in writing. His poem "The Negro Speaks of Rivers" was published in 1921, shortly after he graduated from high school. He then went to Columbia University in New York City, but he left after a year.

For the next few years, Hughes worked at many different jobs. He traveled around the world as a seaman. Meanwhile, he kept writing and won several awards for his poetry. His first book of poems was published in 1926. In 1929 he received a degree from Lincoln University in Pennsylvania.

Until his death in 1967, Hughes traveled the world and wrote poetry, fiction, plays, and newspaper columns. He most often wrote about the joys and hardships of blacks in the United States. His poetry has touched many people.

B. Check each inference you can make from the biography.

_____ **1.** As a child, Langston Hughes was very poor.

_____ **2.** Over the years, Hughes got a good education.

_____ **3.** Hughes's first book of poems came out before he was 25.

_____ **4.** As a young man, Hughes already knew a lot about the world.

_____ **5.** Hughes never liked New York.

Word Work: The Suffix *-ion*

Many words end in the suffix ***-ion.*** The suffix *-ion* indicates an act or process, or a state or condition. Words with *-ion* usually end with the sound *shun*. If a root ends in a silent *e*, drop the *e* before adding *-ion*.

A. Add the suffix *-ion* to each word. You may have to drop a final *e*. Write the new word.

1. instruct ________________

2. confess ________________

3. act ________________

4. correct ________________

5. possess ________________

6. create ________________

7. progress ________________

8. infect ________________

9. invent ________________

10. donate ________________

B. Add the suffix *-ion* to each word in the box. Write each new word in the correct sentence. Remember that you may need to drop a silent *e* before you add *-ion*. Use each word only once.

discriminate discuss educate graduate react reflect

1. Langston Hughes studied hard and got a good education.

2. Before his college ________________, he published a book of poetry.

3. Hughes wrote about ________________ against African Americans.

4. My teacher led a ________________ about Langston Hughes.

5. She asked for each student's ________________ to one of Hughes's poems.

6. I said I thought his poem was a ________________ of life.

▶ Lesson 12

Think About It: Identify Rhyme, Rhythm, and Repetition

Poets often use one or more of these elements in their poems:

rhyme—the use of words that end in the same sounds

rhythm—a pattern of beats in the lines

repetition—using repeated words to tell a message

A. Read the poem.

People

Lois Lenski

Tall people, short people,
Thin people, fat,
Lady so dainty
Wearing a hat,
Straight people, dumpy people,
Man dressed in brown;
Baby in a buggy—
These make a town.

B. Follow the instructions.

1. Read the poem out loud. Clap your hands or tap to the rhythm of the beat.
2. Write two pairs of words from the poem that rhyme:

a. ____________________ **b.** ____________________

____________________ ____________________

3. What word is repeated many times? ____________________
4. What message does the repetition convey? Finish the sentence below.

The town is made up of ______________________________

Writing Skills Practice: **Compound Sentences**

Follow these rules for writing compound sentences:

1. Include a subject, a verb, and a complete thought in each part of the compound sentence.
2. Use *and* to connect two related ideas. Use *but* to connect two contrasting ideas.
3. Use a comma before *and* or *but*.

A. Write **S** above each subject and **V** above each verb in the compound sentences below.

1. My block is very short, but it has many restaurants.

2. A Mexican restaurant stands at one end, and a French restaurant is on the other.

3. The Mexican restaurant is large, and it has a big sign in front.

4. My family loves Mexican food, and we go there often.

5. We like French food, but we eat it much less often.

6. The food tastes delicious, but it is expensive.

7. A Chinese restaurant occupies the building next door, and it serves great food.

8. A Greek restaurant opened in June, but a fire closed it.

B. Underline the connecting word and the comma in each sentence in part A.

C. Some compound sentences in this paragraph have errors in the connecting words or in punctuation. Copy it on separate paper, correcting the errors.

I like good food, but my husband does too. There are four restaurants on our block, but there are four more on the next block. Each restaurant has food from a different country and they are all good. We are lucky to have so many restaurants nearby, and we don't eat out often. I'd like to eat out more often, and we can't afford it.

D. Copy and complete each compound sentence. The first five sentences are about Wanda and food from around the world. Write the last sentence about yourself. Be sure to include a verb in the new part of each sentence.

1. Wanda loves chili, but her son . . .

Wanda loves chili, but her son hates it.

2. Wanda likes pizza, and she . . .

3. She sometimes eats egg rolls, but she . . .

4. Her son likes hamburgers, and Wanda . . .

5. Wanda likes Korean food, but she . . .

6. I like . . . , and I also . . .

Reading and Writing Practice

A. Read this biography of a Native American leader.

Wilma P. Mankiller

Wilma P. Mankiller was born in Oklahoma in 1945. Her father was Cherokee. Mankiller grew up on a farm with no running water or electricity. She loved the country, but times grew hard. Her family could not make a living. When she was 10, Mankiller's family moved to San Francisco. She and her brothers and sisters were homesick. Yet she did well in school and attended San Francisco State College.

In college, Mankiller met a group of Native American students. They were protesting conditions on Indian reservations. They said the U.S. government did not treat Native Americans fairly. Mankiller became convinced that her purpose in life was to serve her people and work for Native American rights.

In 1976, Mankiller moved back to Oklahoma. She wanted to help the Cherokee people improve their lives. Mankiller taught them to build their own homes and put in running water. She helped the Cherokee Nation plan for the future.

During this time, Mankiller was in a bad car accident. While recovering from the accident, she became ill with a serious muscle disease. After many months in the hospital, she went back to work for the Cherokee Nation.

In 1983, Mankiller was elected deputy chief of the Cherokee Nation of Oklahoma. Two years later, when the principal chief resigned, she became the first female chief in modern times. In 1987 she was elected to the post. She continued her mission—to make her people self-sufficient.

B. Answer the questions.

1. Which experience seemed to change Wilma Mankiller's way of thinking?

(1) Her family moved to San Francisco.
(2) She met students demonstrating for Native American rights.
(3) She had a bad accident and became very ill.

2. Which group of words *best* describes Wilma Mankiller?

(1) angry, loud, a leader who fights the government
(2) sick, hurt, a leader who is very tired
(3) determined, smart, a leader with ideas

3. What can you infer about Cherokee people?

(1) Many Cherokee people live in Oklahoma.
(2) Many Cherokee people live in San Francisco.
(3) Twice as many Cherokee people live in Oklahoma as in San Francisco.

C. Combine these sentences to make compound sentences. Use *and* or *but* correctly. Use commas correctly.

1. Wilma Mankiller was born in Oklahoma. She did not go to college there.

2. Wilma's parents worked hard. Her family was poor.

3. Wilma Mankiller was in a bad accident. She became seriously ill.

4. Mankiller worked for the Cherokee people. They elected her their chief.

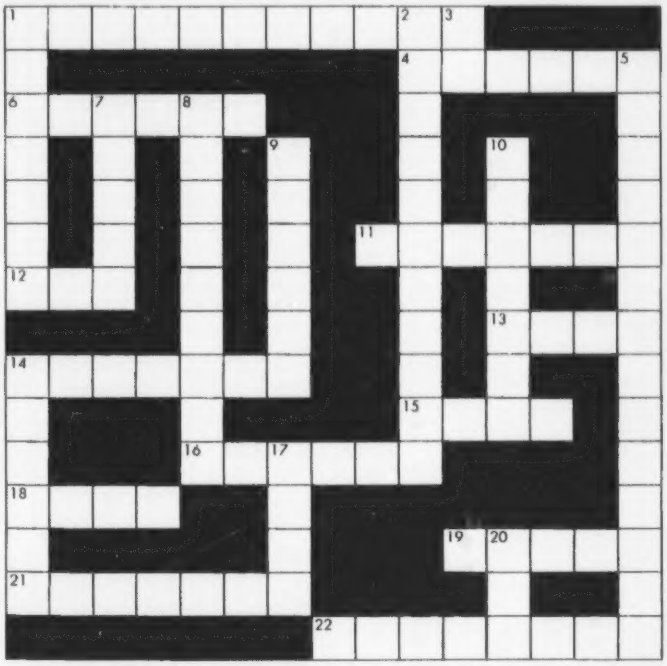
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list below.

ACROSS

1. Celebrate + ion
4. Pop + ed
6. A senator or chief, for example
11. Stop + er
12. Consume food
13. A place for growing food
14. Run + ing
15. Not short
16. No one
18. You've got to be taught to _____.
19. A spicy dish with meat and beans
21. The start of evening
22. Elect + ion

DOWN

1. Each _____ has different customs.
2. Chance
3. Yes or _____?
5. Discriminate + ion
7. Not a child
8. Schooling
9. Live + ing
10. Hope + ful
14. Wilma Mankiller worked for Indian _____.
17. Where have you _____?
20. You wear this on your head.



WORD LIST

adult
been
celebration
chili
culture
discrimination
eat
education
election
farm
hat
hate

hopeful
leader
living
no
nobody
opportunity
popped
rights
running
stopper
sundown
tall

Answer Key

When sample answers are given, your answers may use different wording but should be similar to them.

▼ Lesson 1

Think About It: Understand Plot (p. 4)

B. Rising action: Ann and Marla are still not speaking to each other.
Climax: Keith tells Ann Marla is sick.
Falling action: Ann goes to help Marla.

Word Work: The Vowel Combinations *ie* and *ei* (p. 5)

A. 1. long *e*
2. long *i*
3. long *i*
4. long *e*

B. 1. long *a*
2. long *e*
3. long *a*
4. long *e*

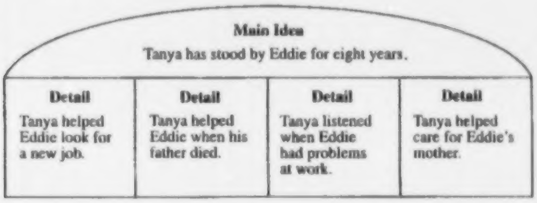
C. 1. deceived (long *e*), eight (long *a*)
2. Field (long *e*), grieved (long *e*), lies (long *i*)
3. weighed (long *a*)
4. tried (long *i*), conceive (long *e*), ties (long *i*)
5. cried (long *i*), relief (long *e*)

▼ Lesson 2

Think About It: Understand the Main Idea and Details (p. 6)

B. 1. SD
2. SD
3. SD
4. MI
5. SD

C.



Main Idea
Tanya has stood by Eddie for eight years.

Detail	**Detail**	**Detail**	**Detail**
Tanya helped Eddie look for a new job.	Tanya helped Eddie when his father died.	Tanya listened when Eddie had problems at work.	Tanya helped care for Eddie's mother.

Word Work: The Letter Combinations *ow* and *ou* (p. 7)

A. 1. crowded, downtown (as in *now*)
2. know, own (long *o*)
3. mow, grow (long *o*)
4. flowers, allow (as in *now*)

B. 1. double, trouble (as in *young*)
2. bought, thought (as in *ought*)
3. shouts, counts (as in *out*)
4. fourteen, court (as in *four*)

C. 1. around (as in *out*); rowdy (as in *now*); group (as in *you*); loudmouths (as in *out*)
2. howl, growl (as in *now*); young (as in *young*); hound (as in *out*)
3. proud, out (as in *out*); though (as in *soul*)
4. Tomorrow, show (long *o*); how (as in *now*); touched (as in *young*)

▼ Lesson 3

Think About It: Identify Rhythm and Rhyme (p. 8)

B. 1. (1)
2. (2)
3. Sample answers: she, be, he, see, tea, key

Writing Skills Practice: Adding Endings That Start with a Vowel (p. 9)

A. 1. thumping
2. enjoyed
3. stepping
4. worried
5. tried
6. believable
7. flying
8. allowance
9. taxable
10. hopping

B. When I was **growing** up, my **younger** sister and I **stayed** home alone after school. My sister never **studied**. She was always **dancing** around the house or **blabbing** on the phone. I got stuck with the **cooking** and cleaning. I never had enough time for **studying**. I'm still mad at my sister. I am even **madder** at my father. He never **tried** to make my sister help me.

C. Sample answers. Check your spelling.
2. I enjoy **relaxing** with my family.
3. I don't enjoy **quarreling** with my family.
4. I enjoy **eating** with my family.
5. I don't enjoy **shopping** with my family.
6. I enjoy **phoning** my family.
7. I enjoy **reading** to my family.
8. I don't enjoy **riding** with my family.

D. Possible answers. Check your spelling.
2. I sometimes **played** with my brother.
3. I sometimes **worried** about my family.
4. I often **hugged** my grandmother.
5. I never **washed** and **dried** the dishes.
6. I never **liked** my piano lessons.

BEST COPY AVAILABLE

7. I sometimes **mopped** the floor.
8. I often **kidded** my little sister.

Reading and Writing Practice (p. 11)

B. 1. (1)
2. (2)
3. (2)
4. (1)

C. 1. Mike **planned** to take a bus to the hospital.
2. He was **trying** to get to the bus stop.
3. Mike **hoped** he wouldn't die.
4. This was the **scariest** day of his life.
5. Robert and Kim **helped** Mike.
6. His neighbors have been **taking** good care of him.

Crossword Puzzle (p. 13)

N	E	I	G	H	B	O	R	H	O	O	D		T	
I					R			O					I	
E					I			S	T	O	P	P	E	D
C	E	I	L	I	N	G		P					S	
E					G			I		P				
			D					T	H	R	O	U	G	H
C	A	F	E	T	E	R	I	A		O			R	
	L		T					L		U			O	
P	L	E	A	S	E					D	R	A	W	N
	O		I			F	L	U			E			E
	W		L			A		L			L	I	K	E
	A		S	T	O	M	A	C	H		I			D
	N					I		E			E			E
	C					L		R			F	O	O	D
	E	I	G	H	T	Y								

▼ Lesson 4

Think About It: Understand Character (p. 14)

B. 1. Answers will vary.
2. Your character web should have these phrases: is tall, is a student, is a father, cares about his family, cares about finishing school. Additional answers will vary.

Word Work: Context Clues (p. 15)

1. (2)
2. (1)
3. (1)
4. (2)
5. (1)
6. (1)
7. (2)
8. (1)

▼ Lesson 5

Think About It: Understand the Use of Repetition (p. 16)

B. 1. a. We made it through.
b. We made it too.
2. (2)
3. through *and* too
4. The couple got through hard times because they had each other.

▼ Lesson 6

Think About It: Make Inferences (p. 17)

B. 1. (2)
2. (2)
3. (1)

Word Work: Context Clues (p. 18)

2. friendly
3. sight
4. doctor
5. upset
6. treatment
7. got

Writing Skills Practice: Using Capital Letters (p. 19)

A. 1. Thursday
2. Africa
3. I
4. OK
5. April
6. Canada
7. OK
8. Atlanta
9. February
10. OK
11. Mr. and Mrs. Sills
12. North America
13. Dr. Anita Joyner
14. New Year's Day
15. San Antonio
16. OK
17. California
18. OK
19. Ann Haywood
20. OK

B. **When I** was young, my family moved around a lot. **I** was born in **Mexico**. **When I** was eight, we moved to **Los Angeles**. **Soon** we moved again. **Over** the years, we spent **Christmas** in six different cities. **It** was hard to go to a new school every **September** or **January**. **Some** special teachers understood and helped me: **Mr. Levi** in **Chicago**, **Ms. Woods** in **Milwaukee**, and **Mrs. Rosa Stallone** in

Trenton, New Jersey. Also, my parents made sure to spend every **Saturday** and **Sunday** with my brother and me. **It** was hard to move so much, but my teachers and my parents helped me through.

C. Answers will vary.

Reading and Writing Practice (p. 21)

B. 1. (2)
2. (1)
3. (2)
4. (1)
5. (2)

C. 1. **I got** my driving permit on **Tuesday, November** 1.
2. **My brother Joey** said **I** was the worst **driver** in **Florida.**
3. **My** new **teacher** was **Tim Wilson.**
4. **I** passed **my** test on **Wednesday, April** 1.
5. **Yes, I really** took the test on **April Fools' Day!**

Crossword Puzzle (p. 23)

C	O	N	G	R	A	T	U	L	A	T	I	O	N	S
H				E				O			N			E
A				P				O			T			E
R	H	Y	M	E				K			E			I
A				A	R	G	U	E			R			N
C	O	U	N	T				D	R	I	V	I	N	G
T											I			
E					S			P		P	E	A	C	H
R				T	O	M	O	R	R	O	W			E
S		P	O	O	R			O		E				A
		A			R			B		T				R
	M	I	R	R	O	R		L		S	I	R		I
W	I	N			W			E				A		N
	N							M	O	R	N	I	N	G
	D	E	A	F	N	E	S	S				N		

▼ Lesson 7

Think About It: Make Inferences (p. 24)

B. You should have checked items 2, 3, 5, 6, and 8.

▼ Lesson 8

Think About It: Understand the Main Idea and Details (p. 25)

B. 1. (2)
2. (1) and (3)
3. Possible answer: Sue told Al she wants a divorce.

Word Work: Compound Words (p. 26)

A.

1. head + ache	6. dish + washer
2. bath + room	7. tie + breaker
3. arm + rest	8. eye + glasses
4. over + time	9. work + place
5. any + more	10. bed + time

B. One after/noon, Sue sat on a foot/stool in her parents' living room. She was holding the news/paper, but she wasn't reading. She thought, "I think I'm doing the right thing, but I didn't expect this heart/ache." The girls were up/stairs doing their home/work, but they would be down/stairs soon. She just couldn't face any/one right now. She went into the bath/room and washed her face with a hot wash/cloth. She still needed some time alone, so she filed her finger/nails. She cleaned the bath/tub. She got out her tooth/brush and tooth/paste and brushed her teeth. At last, she felt ready. Now, it's almost dinner/time, she thought. Every/one will be hungry. I think I'll make a straw/berry short/cake for dessert.

▼ Lesson 9

Think About It: Make Inferences (p. 27)

B. 1. (2)
2. (2)
3. (3)

Word Work: Prefixes and Roots (p. 28)

A. Different combinations are possible. Check to see that your six words are on this list.

refreeze
rewrite
retie
relock
reopen

unfreeze
untie
unlock
(unopened)

antifreeze
antiwar
antilock

B. Life was hard in Mississippi, but I wasn't un/happy. Our home was small and un/comfortable. It was un/usual for us to buy anything new. We had to re/use everything, from clothes to cooking oil. We borrowed a lot of money that we couldn't re/pay. I made money in Chicago to pay off our debts, but life was hard there, too. There were so many un/friendly people. I'm not anti/social, but I couldn't get used to the un/caring crowds. In my mind, I re/lived the quiet times back home. I re/called how family and friends took care of each other. I wished I could re/turn.

Writing Skills Practice: Writing Sentences (p. 29)

A. You should have checked items 2, 6, and 8.

B. Possible answers:
1. Ray found a very good job.
3. He has good benefits.
4. He gets four weeks off.
5. What days does he work?

7. His new boss is Tina.
9. Tina is nice and friendly.
10. She is smart, helpful, and understanding.

C. 1. **How** did **Ray** find his new job?
   2. **He** saw a sign in the window of **Keller's Market.**
   3. **Tina Keller**, the owner, needed a driver.
   4. **Ray** knows his way around **Springfield.**
   5. **Ms. Keller** hired **Ray** on the spot! (or: **Ms. Keller** hired **Ray** on the spot.)

D. Possible answers:
1. Ray drives a delivery truck.
2. He works 40 hours a week.
3. How much money does he make?
4. Does he like his new job?

Reading and Writing Practice (p. 31)

B. 1. (3) 3. (1) 5. (1)
   2. (2) 4. (3)

C. Possible answers:
1. Misty is a baby.
2. Pam is worried about Misty.
3. Pam is not sure what will happen to Misty.

Crossword Puzzle (p. 33)

U	N	D	E	R	G	R	O	U	N	D				
N		I				E				A				S
H		V				U	N	U	S	U	A	L		T
A	G	O				S				G				A
P		R				E				H				R
P	A	C	K							T	R	U	S	T
Y		E				B				E				I
					S	U	P	P	O	R	T			N
						S								G
B	E	G	I	N	N	I	N	G		W	I	S	H	
A		R				N							O	
B		O		F	R	E	E	D	O	M			P	
Y	O	U				S			V				I	
		N				S			E				N	
	I	D	E	A			M	A	R	R	I	A	G	E

▼ Lesson 10

Think About It: Understand Plot and Character (p. 34)

B. 1. *Rising action:* Wanda invites her new neighbors to lunch and is hurt when Mrs. Noor turns her down.
   Climax: Mrs. Noor invites Wanda to the Ramadan meal.
   Falling action: The neighbors become friends.
   2. You should have written these words in the character web:
   polite, good neighbor, religious, friendly, Muslim

Word Work: Suffixes *-ful, -less, -able, -or* (p. 35)

A. 1. spoonful
   2. instructor
   3. lovable
   4. childless
   5. cheerful
   6. thankless
   7. washable
   8. wakeful
   9. governor
   10. returnable
   11. speechless
   12. dictator

B. 1. skillful
   2. hurtful
   3. understandable
   4. thoughtless
   5. visitor
   6. comfortable

▼ Lesson 11

Think About It: Make Inferences (p. 36)

B. You should have checked items 2, 3, and 4.

Word Work: The Suffix *-ion* (p. 37)

A. 1. instruction
   2. confession
   3. action
   4. correction
   5. possession
   6. creation
   7. progression
   8. infection
   9. invention
   10. donation

B. 2. graduation
   3. discrimination
   4. discussion
   5. reaction
   6. reflection

▼ Lesson 12

Think About It: Identify Rhyme, Rhythm, and Repetition (p. 38)

B. 2. a. fat *and* hat; b. brown *and* town
   3. people
   4. Possible answer: The town is made up of many kinds of people.

Writing Skills Practice: Compound Sentences (p. 39)

A–B.

S V S V
1. My **block is** very short, but **it has** many restaurants.

S V
2. A Mexican **restaurant stands** at one end, and a French

S V
restaurant **is** on the other.

S V S V
3. The Mexican **restaurant is** large, and **it has** a big sign in front.

S V S V
4. My **family loves** Mexican food, and **we go** there often.

S V S V
5. **We like** French food, but **we eat** it much less often.

S V S V
6. The **food tastes** delicious, but **it is** expensive.

S V
7. A Chinese **restaurant occupies** the building next

S V
door, and **it serves** great food.

S V S V
8. A Greek **restaurant opened** in June, but a **fire closed** it.

C. I like good food, and my husband does too. There are four restaurants on our block, and there are four more on the next block. Each restaurant has food from a different country, and they are all good. We are lucky to have so many restaurants nearby, but we don't eat out often. I'd like to eat out more often, but we can't afford it.

D. Possible answers:

2. Wanda likes pizza, and she eats it every week.
3. She sometimes eats egg rolls, but she doesn't make them herself.
4. Her son likes hamburgers, and Wanda likes them too.
5. Wanda likes Korean food, but she does not like spicy food.
6. I like Mexican food, and I also like Italian food.

Reading and Writing Practice (p. 41)

B. 1. (2)
2. (3)
3. (1)

C. 1. Wilma Mankiller was born in Oklahoma, **but** she did not go to college there.
2. Wilma's parents worked hard, **but** her family was poor.
3. Wilma Mankiller was in a bad accident, **and** she became seriously ill.
4. Mankiller worked for the Cherokee people, **and** they elected her their chief.

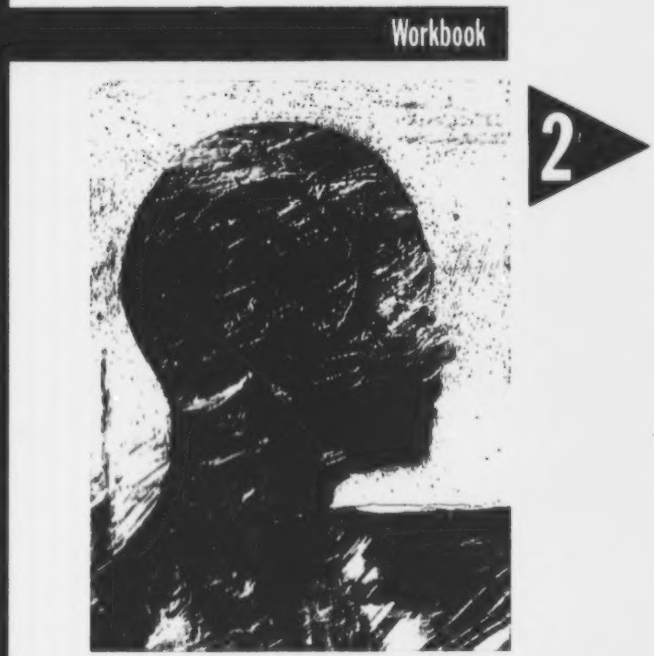
Crossword Puzzle (p. 43)

C	E	L	E	B	R	A	T	I	O	N				
U									P	O	P	P	E	D
L	E	A	D	E	R				P					I
T		D		D		L			O		H			S
U		U		U		I			R		O			C
R		L		C		V		S	T	O	P	P	E	R
E	A	T		A		I			U		E			I
				T		N			N		F	A	R	M
R	U	N	N	I	N	G			I		U			I
I				O					T	A	L	L		N
G				N	O	B	O	D	Y					A
H	A	T	E			E								T
T						E				C	H	I	L	I
S	U	N	D	O	W	N					A			O
							E	L	E	C	T	I	O	N

Voyager

Reading and Writing for Today's Adults

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.



Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

Teacher's Resource Guides

Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

Placement Tool

The easy-to-use placement tool helps place students in the appropriate *Voyager* student book.

ISBN 1-56420-162-7
New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York
800-448-8878

Puzzles

Voyager

Reading and Writing for Today's Adults

2

Emma Iulo

New Readers Press

Voyager: Reading and Writing for Today's Adults™
Puzzles for Voyager 2
ISBN 1-56420-242-9

Copyright ©1999
New Readers Press
U.S. Publishing Division of Laubach Literacy International
Box 131, Syracuse, New York 13210-0131

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3 2

Director of Acquisitions and Development: Christina Jagger
Content Editor: Mary Hutchison
Production Director: Deborah Christiansen
Designer: Kimbrly Koennecke
Cover Designer: Kimbrly Koennecke
Copy Editor: Judi Lauber

CONTENTS

Lesson 1 4

Lesson 2 5

Lesson 3 6

Unit 1 Review 7

Lesson 4 8

Lesson 5 9

Lesson 6 10

Unit 2 Review 11

Lesson 7 12

Lesson 8 13

Lesson 9 14

Unit 3 Review 15

Lesson 10 16

Lesson 11 17

Lesson 12 18

Unit 4 Review 19

Answer Key 20

LESSON 1

Use the clues to help you fill in the answer words listed below. Check off each word as you use it. Then read down the boxed letters. You will find a phrase that expresses the meaning of "family." The first one is done for you.

APIECE
BELIEVE
CHIEF
CRIES
DIE
EIGHT
FIELD
✓FREIGHT
LIE
NEIGHBOR
RECEIPT
RECEIVE
REIN
SEIZE
WEIGHT

A ___ train carries goods. F R E I G H $\boxed{T}$

The person next door __ __ __ __ ☐ __ __ __

Stop living __ __ ☐

How heavy you are __ __ __ __ __ ☐

Grab hold of, grasp __ __ ☐ __ __

Opposite of give __ ☐ __ __ __ __ __

Four times two __ __ __ __ ☐

Leader, as a fire ___ __ ☐ __ __ __

For each one; per person ☐ __ __ __ __ __

It shows what you paid. __ __ __ __ __ __ ☐

Have faith in ☐ __ __ __ __ __ __

Not the truth __ ☐ __

Strap for a horse __ __ __ ☐

Piece of open land __ __ __ __ ☐

Sheds tears __ __ __ __ ☐

Answers on page 20.

LESSON 2

Make word pairs by adding a letter in each blank on the right. The letters you need are listed below. Use the clues to help you choose the letters. Cross off each letter as you use it. Some pairs will rhyme and some will not. The first pair has been done for you.

B C C D F F G L ~~M~~ M ~~N~~ R T T Y Y

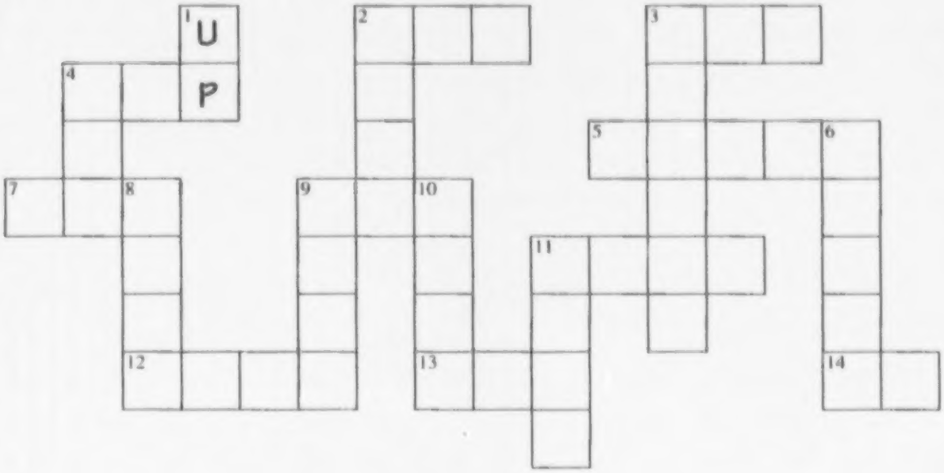
Not then	N OW
Cut the grass	M OW
Farm animal	__OW
Not high	__OW
Get bigger	__ROW
Large black bird	__ROW
Small city	__OWN
Not up	__OWN
Three plus one	__OUR
Belonging to you	__OUR
Between nose and chin	__OUTH
Young person	__OUTH
Not smooth	__OUGH
Strong; hard to do	__OUGH
Opposite of sold	__OUGHT
Had a battle	__OUGHT

Answers on page 20.

LESSON 3

Use the clues to help you fill in the words from the list below. Each answer rhymes with the underlined clue word. 1 Down is done for you.

BACK
CAKE
CAR
DISH
FRIEND
FUN
HOT
JOB
KITE
LAND
LATE
LIGHT
NO
RACE
RED
TOO
TOP
TRAIN
✓UP



Across

2. It's much too far to go by ___.
3. When the work is done, let's have some ___.
4. Let's stop when we reach the ___.
5. I can't write in such poor ___.
7. I hear that Bob has a new ___.
9. Why did Ted paint his car ___?
11. Our school band is the best in the ___.
12. When the wind is right, let's fly our ___.
13. The lid on the pot was very ___.
14. Will you go? Say yes or ___.

Down

1. My little pup wants to be picked ___.
2. Al helped me bake a birthday ___.
3. Did you send a gift to your ___?
4. Please, Sue. Let me go, ___.
6. We ran through the rain to catch the ___.
8. The vase had a crack, so we sent it ___.
9. Pam took first place in the mile ___.
10. Put the fish in the blue ___.
11. We start at eight, so don't be ___.

Answers on page 20.

UNIT 1 REVIEW

Use the clues to help you fill in the answer words listed below. Then put the letters above numbers in the blanks at the bottom. You will have a proverb from Asia. The first one has been done for you.

ALWAYS
ANOTHER
BOUGHT
COUNTRY
DOUGH
ENOUGH
FALLING
FIGHT
LISTEN
RHYME
✓STORIES

Tales S T O R I1 E S

One more: He read ___ book. ___ ___2 ___ ___ ___ ___ ___

Try to hear ___ ___ ___ ___3 ___ ___

End with the same sound, as in *out* and *about* ___ ___ ___ ___4 ___

All that is needed: I've had ___ to eat. ___5 ___ ___ ___ ___ ___

What bread is made of ___ ___6 ___ ___ ___

Quarrel ___7 ___ ___ ___ ___

Opposite of never ___8 ___ ___ ___ ___ ___9

Opposite of rising ___ ___ ___10 ___ ___ ___ ___

U.S. or Mexico ___ ___ ___ ___ ___ ___ ___11

Paid money for: She ___ a tie. ___12 ___ ___ ___ ___ ___

The proverb: i1 ___2 ___3 I1 ___4 ___5 ___6 ___7 ___3 ___5 ___9 ___3,
___7 ___8 ___4 I1 ___10 ___11 I1 ___9 ___12 ___5 ___9 ___3.

Answers on page 20.

LESSON 4

Each word below describes the way a person might feel. Fill in the missing letters. Then put those letters in the blanks at the bottom according to their numbers. You will have words spoken by Aristotle, an early Greek philosopher. The first one is done for you.

W̲ORRIED 1
___APPY 2
S___D 3
UPSE___ 4

AL___VE 5
___CARED 6
HOPE___UL 7
ST___ONG 8

ALON___ 9
A___GRY 10
PROU___ 11
___LAD 12

B___UE 13
D___WN 14
L___CKY 15
___ORED 16

Aristotle's words:

W̲ ___ ___ ___   ___ ___   ___   ___ ___ ___ ___ ___ ___?
1 2 3 4   5 6   3   7 8 5 9 10 11

___   ___ ___ ___ ___ ___ ___   ___ ___ ___ ___
3   6 5 10 12 13 9   6 14 15 13

___ W̲ ___ ___ ___ ___ ___ ___   ___ ___   ___ W̲ ___
11 1 9 13 13 5 10 12   5 10   4 1 14

___ ___ ___ ___ ___ ___.
16 14 11 5 9 6

Answers on page 21.

LESSON 5

Use the clues to help you fill in the answer words listed below. Then put the letters above numbers in the blanks at the bottom. You will have a thought about poetry from Robert Frost, a well-known American poet.

AGAIN FORGOT LAMENT TOMORROW WORKING
DIFFERENT HUSBAND PENNY TROUSERS

Cent ___1 ___ ___ ___ ___2

Opposite of remembered ___3 ___ ___ ___ ___4 ___

Poem or song of sorrow ___5 ___ ___ ___6 ___ ___

Pants ___7 ___ ___ ___ ___ ___ ___ ___8

The day after today ___ ___ ___ ___ ___9 ___ ___ ___10

Not the same ___ ___11 ___ ___ ___ ___ ___ ___12 ___

One more time ___13 ___ ___ ___ ___

Opposite of playing ___ ___ ___ ___14 ___ ___ ___15

Wife's mate ___16 ___ ___ ___17 ___ ___ ___

Robert Frost's words:

___1 ___4 ___6 ___7 ___9 ___2   ___11 ___8   ___13   ___10 ___13 ___2   ___4 ___3

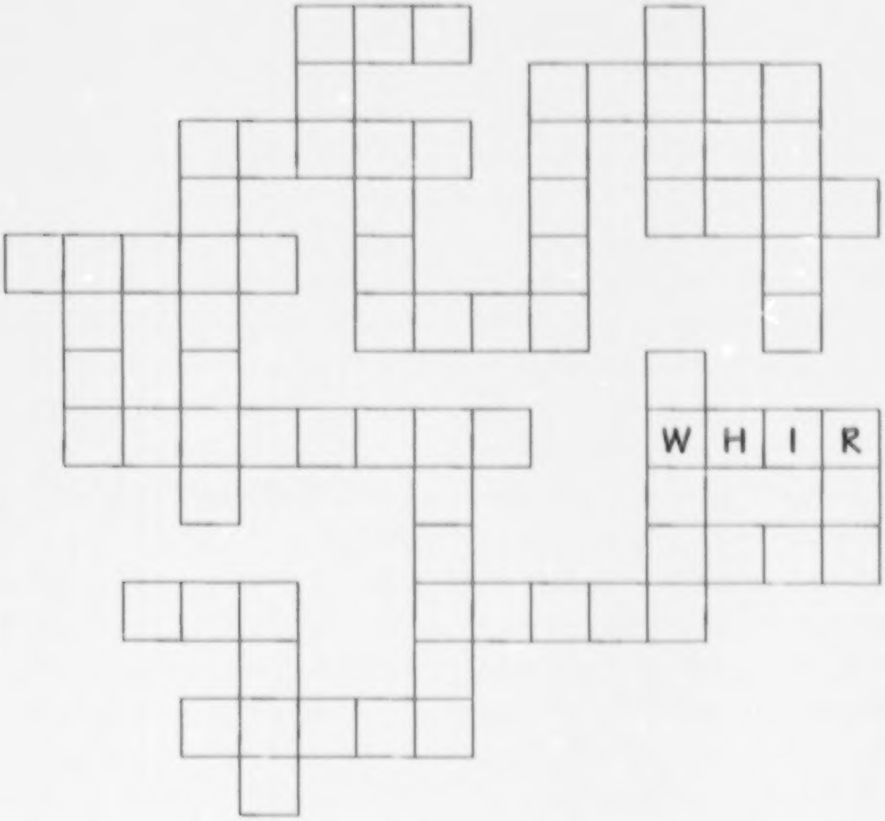
___7 ___13 ___14 ___11 ___12 ___15   ___5 ___11 ___3 ___6

___17 ___2   ___7 ___16 ___6   ___7 ___16 ___9 ___4 ___13 ___7.

Answers on page 21.

LESSON 6

The words listed below are sounds or names of sounds that things, animals, or people make. Fit each word into the puzzle. Check off each word as you use it. One word has been filled in to get you started.



3-letter words

CAW
COO
RAP
ZAP

4-letter words

FIZZ
HOOT
PURR
RING
ROAR
SLAP
✓WHIR
ZOOM

5-letter words

CHIRP
CLANG
CLICK
CRASH
KNOCK
NEIGH
SNORE
SWISH

6-letter word

CRUNCH

7-letter word

SCREECH

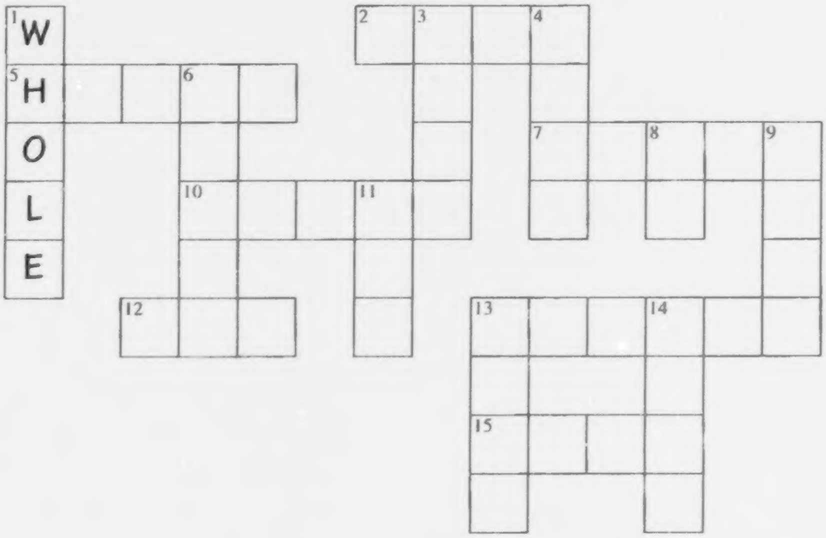
8-letter word

TICKTOCK

Answers on page 21.

UNIT 2 REVIEW

Each answer is the *opposite* of its clue. When you are done, put the letters in numbered boxes in the blanks at the bottom. You will have a wise saying that can help you accept changes in your life. The first one is done for you.



Across

2. Hot
5. Sad
7. Wrong
10. Before
12. Old
13. Big
15. Healthy

Down

1. Half
3. Under
4. Light
6. War
8. Come
9. Wild
11. Begin
13. More
14. Give

The wise saying:

W	H	___	___	___	___	___	___	___	___	___
1	5	11	12	3	12	11	4	3	3	7

___	___	___	___	___	___,
2	13	3	15	11	15

___	___	___	___	H	___	___	___	___	___	___	___.
10	12	3	9	5	11	7	3	6	11	12	15

Answers on page 21.

LESSON 7

In the code below, each letter of the alphabet is given a number. Use the code to fill in the numbered blanks. When you are done, you will have words spoken by Frederick Douglass. He was born a slave but gained his freedom. He wrote and spoke against slavery before the Civil War. Frederick Douglass's home was a stop on the Underground Railroad.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Frederick Douglass's words:

N ___   ___ ___ ___   ___ ___ ___   ___ ___ ___   ___
15   13 1 14   3 1 14   16 21 20   1

___ ___ ___ ___ ___   ___ ___ ___ ___ ___   ___ ___ ___
3 8 1 9 14   1 2 15 21 20   20 8 5

___ ___ ___ ___ ___   ___ ___   ___ ___ ___   ___ ___ ___ ___ ___ ___
1 14 11 12 5   15 6   8 9 19   6 5 12 12 15 23

___ ___ ___   ___ ___ ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___
13 1 14   23 9 20 8 15 21 20   1 20   12 1 19 20

___ ___ ___ ___ ___ ___ ___   ___ ___ ___   ___ ___ ___ ___ ___
6 9 14 4 9 14 7   20 8 5   15 20 8 5 18

___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___
5 14 4   6 1 19 20 5 14 5 4   1 2 15 21 20

___ ___ ___   ___ ___ ___   ___ ___ ___ ___.
8 9 19   15 23 14   14 5 3 11

LESSON 8

Fill in the blanks on the right with the small words listed below to give you pairs of compound words. Use the clues to help you. Check off each word as you use it. The first pair has been done for you.

BOAT
BREAK
COOK
✓HAND

LIGHT
MARK
MAT
OUT

PAY
SNOW
SUN
TOWN

UP
✓WAY
WEEK
WOOD

It goes with stairs. H A N D RAIL
It has train tracks. RAIL W A Y

End of the day ___ ___ ___DOWN
Center of a city DOWN___ ___ ___ ___

Used when fixing a meal ___ ___ ___ ___BOOK
Used when reading BOOK ___ ___ ___ ___

It comes in winter. ___ ___ ___ ___DRIFT
It's found on the beach. DRIFT___ ___ ___ ___

Weekly earnings ___ ___ ___CHECK
Why you might see a doctor CHECK___ ___

Football is an ___ sport. ___ ___ ___DOOR
You wipe your feet on it. DOOR___ ___ ___

It helps keep ships safe. ___ ___ ___ ___ ___HOUSE
Home on the water HOUSE___ ___ ___ ___

Monday or Thursday ___ ___ ___ ___DAY
Early morning DAY___ ___ ___ ___ ___

Answers on page 22.

LESSON 9

The words below are from the lesson about Mamie Chow. Fill in the missing letters. Then put those letters in the blanks at the bottom according to their numbers. You will have a wise saying from Italy.

CUS___OMS
1

C___INA
2

MA___RIAGES
3

NE___ YOR___ C___TY
4 5 6

LANG___AGE ___ROBL___M
7 8 9

___AUN___RY BUSINE___S
10 11 12

___NSWER ___UESTI___NS
13 14 15

The wise saying:

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
1 6 12 1 2 9 14 7 6 9 1

___ ___ ___ ___ ___ ___
8 9 15 8 10 9

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
1 2 13 1 11 15 1 2 9 4 15 3 5

Answers on page 22.

UNIT 3 REVIEW

Use the clues to help you fill in the answer words listed below. Then put the letters above numbers in the blanks at the bottom. The saying may help you to look ahead.

DIVORCE FOLLOW LAUGH SUPPORT
ESCAPE IDEA REPEAT UNHAPPY

Say again ___ ___1 ___ ___ ___ ___2

End of a marriage ___3 ___ ___ ___4 ___ ___ ___

Get away, get free ___ ___ ___ ___5 ___ ___

Sad ___6 ___ ___ ___ ___ ___ ___7

A thought, plan, or belief ___8 ___ ___ ___

Stand by; give aid, help ___9 ___ ___ ___ ___ ___10 ___

Opposite of cry ___11 ___ ___ ___ ___12

"___ the Drinking Gourd" ___13 ___ ___ ___ ___ ___

The saying:

___2 ___4 ___3 ___5 ___7 ___8 ___9 ___2 ___12 ___1 ___13 ___8 ___10 ___9 ___2

___3 ___5 ___7 ___4 ___13 ___2 ___12 ___1 ___10 ___1 ___9 ___2

___4 ___13 ___7 ___4 ___6 ___10 ___11 ___8 ___13 ___1 .

Answers on page 22.

LESSON 10

Fill in the blanks with the of name the month in which each U.S. holiday takes place. When you are done, the boxed letters will tell you what to do on these holidays. The months to use are listed below.

JANUARY
FEBRUARY
MARCH
MAY
JUNE
JULY
SEPTEMBER
OCTOBER
NOVEMBER

St. Patrick's Day ___ ___ ___ ☐ ___

Thanksgiving Day ___ ___ ___ ☐ ___ ___ ___ ___

Independence Day ___ ___ ☐ ___

Presidents' Day ___ ☐ ___ ___ ___ ___ ___ ___

Columbus Day ___ ___ ___ ___ ☐ ___ ___

Martin Luther King, Jr., Day ___ ___ ___ ___ ___ ☐ ___

Memorial Day ___ ☐ ___

Labor Day ___ ___ ___ ☐ ___ ___ ___ ___ ___

Flag Day ___ ___ ___ ☐

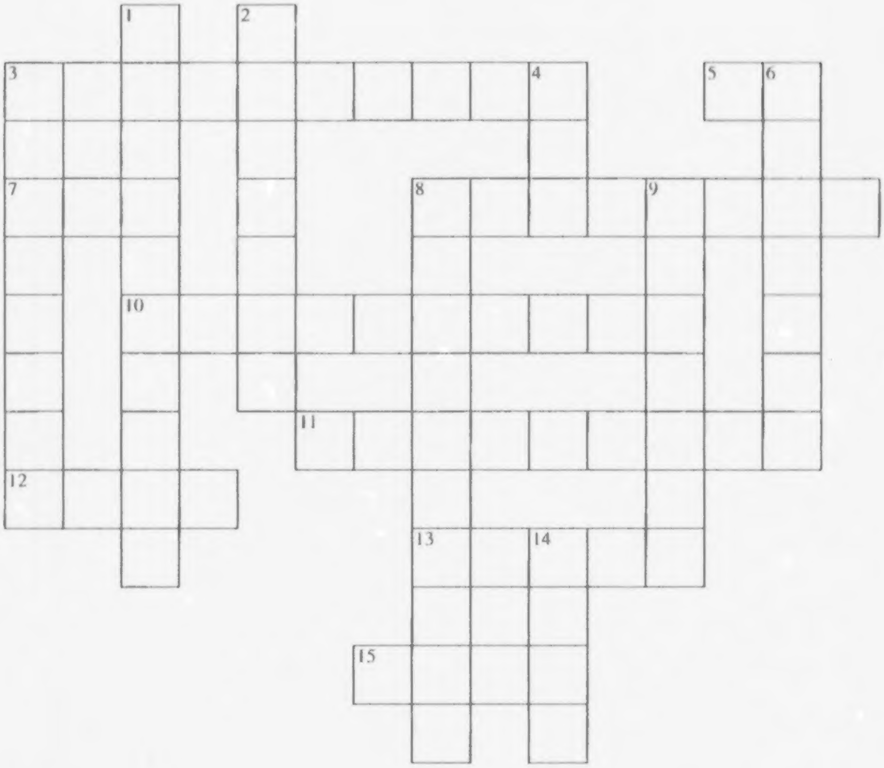
!

Answers on page 23.

LESSON 11

Use the clues to help you fill in the words from the list below.

ACTIONS
COD
CONFESSION
DECISION
DIRECTIONS
DISCUSSION
DONATION
EDUCATION
EMOTION
HE
NOON
POOR
PREDICTION
SEVEN
SUN
TENSION
VERY



Across

3. North, South, East, and West
5. __ and she
7. A type of food fish
8. Money given to a fund or cause
10. Admission of guilt
11. Schooling
12. Midday
13. Five plus two
15. Not rich

Down

1. It tells what might happen.
2. "__ speak louder than words."
3. Come to a __ (make up one's mind)
4. It gives us daylight.
6. A feeling, such as love or hate
8. A sharing of ideas
9. Stress, strain
14. "Thank you __ much!"

BEST COPY AVAILABLE

Answers on page 23.

LESSON 12

Use the clues to help you find the two-word rhyming answers. The words are listed below. Check off each word as you use it. The first one has been done for you.

BARGE
BEEF
CAT
CHEAP
CHICK
CRATE
CROWD
FAT
FLIGHT
LANE
LARGE
LATE
LOUD
MAIN
NIGHT
✓RANGE
SHEEP
SICK
✓STRANGE
SWEET
THIEF
TREAT

Funny-looking stove S T R A N G E   R A N G E

Overweight kitty ___ ___ ___   ___ ___ ___

Evening plane trip ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___

Meat stealer ___ ___ ___ ___   ___ ___ ___ ___ ___

Candy bar ___ ___ ___ ___ ___   ___ ___ ___ ___ ___

Large overdue box ___ ___ ___ ___   ___ ___ ___ ___ ___

Most important path ___ ___ ___ ___   ___ ___ ___ ___

Noisy group ___ ___ ___ ___   ___ ___ ___ ___ ___

Low-priced farm animal ___ ___ ___ ___ ___   ___ ___ ___ ___ ___

Ailing baby hen ___ ___ ___ ___   ___ ___ ___ ___ ___

Big, flat boat ___ ___ ___ ___ ___   ___ ___ ___ ___ ___

Answers on page 23.

UNIT 4 REVIEW

Use the code below to fill in the numbered blanks. When you are done, you will have a well-known quotation from American writer Henry David Thoreau.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

I ___   ___   ___ ___ ___   ___ ___ ___ ___   ___ ___ ___
6   1   13 1 14   4 15 5 19   14 15 20

___ ___ ___ ___   ___ ___ ___ ___   ___ ___ ___ ___
11 5 5 16   16 1 3 5   23 9 20 8

___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ,
8 9 19   3 15 13 16 1 14 9 15 14 19

___ ___ ___ ___ ___ ___ ___   ___ ___   ___ ___
16 5 18 8 1 16 19   9 20   9 19

___ ___ ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___ ___
2 5 3 1 21 19 5   8 5   8 5 1 18 19

___   ___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ .
1   4 9 6 6 5 18 5 14 20   4 18 21 13 13 5 18

L ___ ___   ___ ___ ___   ___ ___ ___ ___   ___ ___
5 20   8 9 13   19 20 5 16   20 15

___ ___ ___   ___ ___ ___ ___ ___   ___ ___ ___ ___ ___
20 8 5   13 21 19 9 3   23 8 9 3 8

___ ___   ___ ___ ___ ___ ___ .
8 5   8 5 1 18 19

Answers on page 23.

ANSWER KEY

Lesson 1

FREIGH**T**
NEIG**H**BOR
DI**E**

WEIGH**T**
SE**I**ZE
R**E**CEIVE

EIGH**T**
C**H**IEF
APIECE
RECEIP**T**

BELIEVE
L**I**E
REI**N**
FIEL**D**
CRIE**S**

Lesson 2

NOW
MOW

COW
LOW

GROW
CROW

TOWN
DOWN

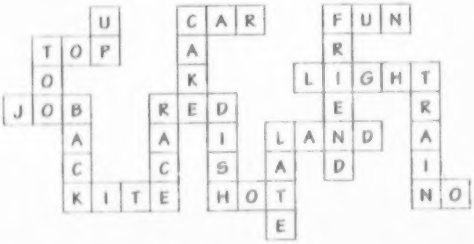
FOUR
YOUR

MOUTH
YOUTH

ROUGH
TOUGH

BOUGHT
FOUGHT

Lesson 3



CAR
FUN
TOP
LIGHT
JOB
RED
LAND
KITE
HOT
NO
UP
TOO
CAKE
FRIEND
BACK
RACE
DISH
LATE
TRAIN

Unit 1 Review

STORIES
ANOTHER
LISTEN
RHYME
ENOUGH
DOUGH
FIGHT
ALWAYS
FALLING
COUNTRY
BOUGHT

The proverb: IN TIME OF TEST, FAMILY IS BEST

283

ANSWER KEY

Lesson 4

WORRIED	ALIVE	ALONE	BLUE
HAPPY	SCARED	ANGRY	DOWN
SAD	HOPEFUL	PROUD	LUCKY
UPSET	STRONG	GLAD	BORED

Aristotle's words:

WHAT IS A FRIEND?
A SINGLE SOUL
DWELLING IN TWO
BODIES.

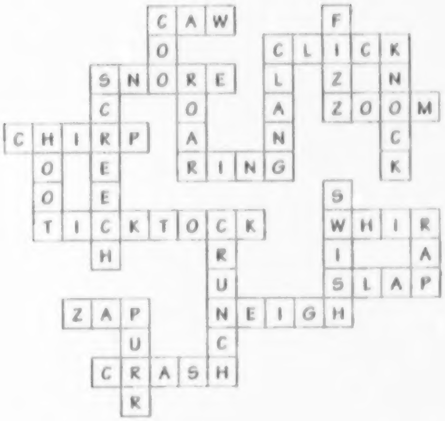
Lesson 5

PENNY
FORGOT
LAMENT
TROUSERS
TOMORROW
DIFFERENT
AGAIN
WORKING
HUSBAND

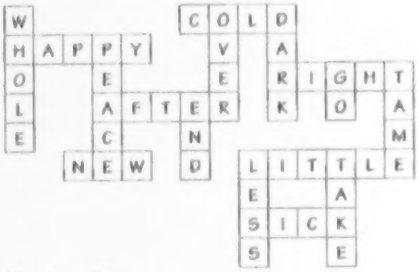
Robert Frost's words:

POETRY IS A WAY OF
TAKING LIFE
BY THE THROAT.

Lesson 6


CAW
COO
SNORE
SCREECH
ROAR
CHIRP
HOOT
RING
CLICK
CLANG
FIZZ
ZOOM
KNOCK
TICKTOCK
SWISH
WHIR
RAP
SLAP
CRUNCH
NEIGH
ZAP
PURR
CRASH

Unit 2 Review


WHOLE
HAPPY
PEACE
COLD
OVER
DARK
AFTER
END
NEW
RIGHT
GO
TAME
LITTLE
LESS
TAKE
SICK

The wise saying:

WHEN ONE DOOR
CLOSES,
ANOTHER OPENS.

284

ANSWER KEY

Lesson 7

Frederick Douglass's words:

No man can put a
chain about the
ankle of his fellow
man without at last
finding the other
end fastened about
his own neck

Lesson 8

HANDRAIL
RAILWAY
SUNDOWN
DOWNTOWN
COOKBOOK
BOOKMARK
SNOWDRIFT
DRIFTWOOD
PAYCHECK
CHECKUP
OUTDOOR
DOORMAT
LIGHTHOUSE
HOUSEBOAT
WEEKDAY
DAYBREAK

Lesson 9

CUSTOMS
CHINA
MARRIAGES
NEW YORK CITY
LANGUAGE PROBLEM
LAUNDRY BUSINESS
ANSWER QUESTIONS

The wise saying:

'TIS THE QUIET
PEOPLE
THAT DO THE WORK

Unit 3 Review

REPEAT
DIVORCE
ESCAPE
UNHAPPY
IDEA
SUPPORT
LAUGH
FOLLOW

The saying:

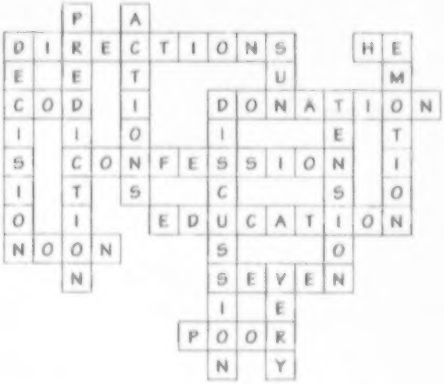
TODAY IS THE FIRST
DAY OF THE REST
OF YOUR LIFE

ANSWER KEY

Lesson 10

MARCH
NOVEMBER
JULY
FEBRUARY
OCTOBER
JANUARY
MAY
SEPTEMBER
JUNE

Lesson 11


DIRECTIONS
HE
COD
DONATION
CONFESSION
EDUCATION
NOON
SEVEN
POOR
PREDICTION
ACTIONS
DECISION
SUN
DISCUSSION
TENSION
EMOTION
VERY
PENNY

Lesson 12

STRANGE RANGE
FAT CAT
NIGHT FLIGHT
BEEF THIEF
SWEET TREAT
LATE CRATE
MAIN LANE
LOUD CROWD
CHEAP SHEEP
SICK CHICK
LARGE BARGE

Unit 4 Review

if a man does not
keep pace with
his companions
perhaps it is
because he hears
a different drummer
let him step to
the music which
he hears

286

Voyager

Reading and Writing for Today's Adults

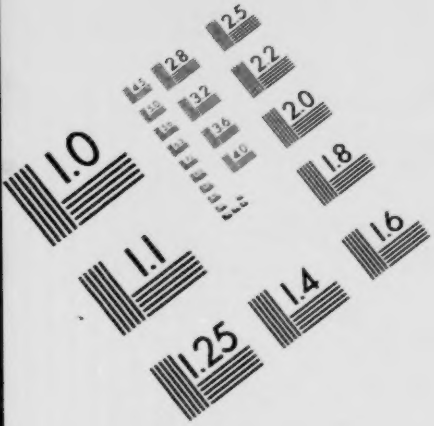
2

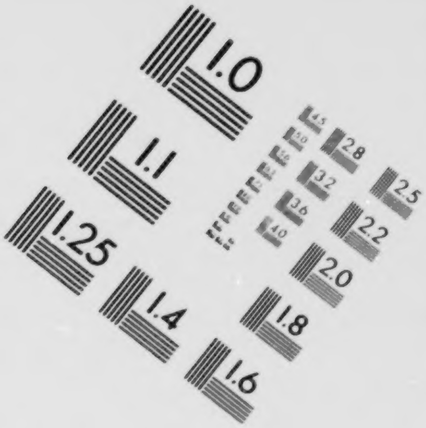
Everybody loves puzzles.
Puzzles for Voyager: Reading and Writing for Today's Adults contains a variety of puzzles that students are familiar with and typically enjoy - word searches, crosswords, word scrambles, and more. Puzzles are correlated with each *Voyager* student book lesson. Books include answer keys.

Components of
Voyager: Reading and Writing for Today's Adults

9 Student Books
9 Workbooks
9 Puzzle Books
9 Vocabulary Workbooks
4 Teacher's Resource Guides (including photocopy masters)
Placement Tool
Scoring Booklets
Diplomas

1-56420-242-9
NEW READERS PRESS
U.S. Publishing Division of Laubach Literacy
Syracuse, New York 13210
800-448-8878
www.newreaderspress.com





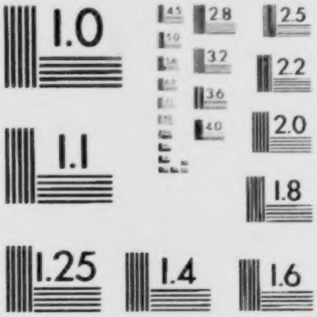
AIIM

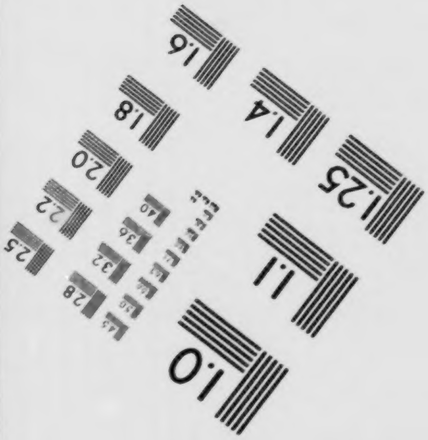
Association for Information and Image Management

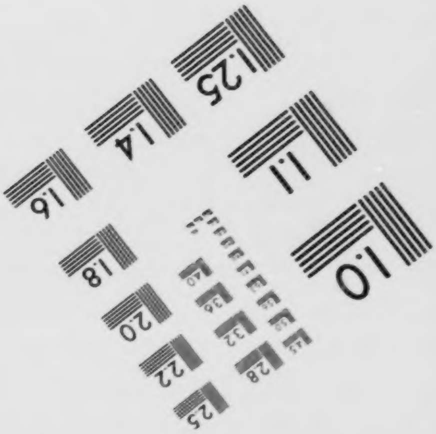
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/587-8202

Centimeter
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 mm
1 2 3 4 5
Inches


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0





MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

CE CETR 0112

Vocabulary Workbook

Voyager

Reading and Writing for Today's Adults

2

New Readers Press

Voyager: Reading and Writing for Today's Adults™
Vocabulary Workbook for Voyager 2
ISBN 1-56420-264-X
Copyright © 2001
New Readers Press
U.S. Publishing Division of Laubach Literacy
1320 Jamesville Ave., Syracuse, New York 13210

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3

Director of Acquisitions and Development: Christina Jagger
Writer: Mary Hutchison
Content Editor: Terrie Lipke
Copy Editor: Judi Lauber
Production Director: Deborah Christiansen
Designer: Kimbrly Koennecke
Cover Designer: Shelagh Clancy
Production Specialist: Shelagh Clancy

All proceeds from the sale of New Readers Press materials
support literacy programs in the United States and worldwide.

Laubach Literacy and New Readers Press are not owned or sponsored by
Voyager Expanded Learning, Inc.

Contents

Lesson 1 4
Lesson 2 6
Lesson 3 8
Lesson 4 10
Lesson 5 12
Lesson 6 14
Lesson 7 16
Lesson 8 18
Lesson 9 20
Lesson 10 22
Lesson 11 24
Lesson 12 26
Answer Key 28

▶ Lesson 1

A. Match the Meanings Read the paragraph. Then write each word from the box by the phrase that best defines it. The first one is done for you.

Marla Gets Help

Marla could get no relief from the pain in her **stomach.** She called an **ambulance** to take her to the **hospital.** The doctor **examined** her and said she had an **ulcer.** Marla believed no one could help her. Her son Keith was scared, so he called Marla's mother, Ann. When Ann came to help, Marla was very **relieved.**

ambulance
✓examined
hospital
relieved
stomach
ulcer

examined **1.** looked at carefully
____________ **2.** a place for treating sick people
____________ **3.** where food goes when it is eaten
____________ **4.** freed from worry
____________ **5.** a vehicle for carrying sick people
____________ **6.** an open sore

B. Synonyms Synonyms are words that share the same meaning. Pick the word from the box that means the same, and write it on the line. The first one is done for you.

belief
chief
help
✓own
story
thankful

own **1.** have
____________ **2.** tale
____________ **3.** grateful
____________ **4.** leader
____________ **5.** aid
____________ **6.** opinion

BEST COPY AVAILABLE

C. Which Word Fits Best? Write the word that fits best in each blank. The first one is done for you.

(belief *or* believe) **1.** I ___believe___ this is your book.

(weigh *or* weight) **2.** Did you ______________ the package before mailing it?

(relieved *or* believed) **3.** Did you feel ______________ when the test was over?

(receipt *or* received) **4.** Ann ______________ many greetings on her birthday.

(piece *or* pies) **5.** She baked two apple ______________ for the party.

(field *or* filed) **6.** The farmer's ______________ was full of tall green plants.

D. Choose the Definition Underline the definition that matches the underlined word. The first one is done for you.

1. The train carried freight across the country.
(1) goods (2) people

2. What do you like to do in your leisure time?
(1) work (2) free

3. Tom said a thief stole his wallet.
(1) robber (2) friend

4. Tomorrow he will paint the ceiling.
(1) top of a room (2) doorway

5. People who are deceitful are not to be trusted.
(1) truthful (2) dishonest

▶ Lesson 2

A. Match the Meanings Read the paragraph. Then write each word from the box by the phrase that best defines it.

Larry's Letter

Larry wrote a **special** letter to his son. He wanted his son to understand why they could not be together. Larry got in **trouble** with the law. He had to go to **court.** Now he is in **prison.** The **hardest** part for Larry is that he cannot be with his son. He hopes his son will have a good life in the **future.**

court
future
hardest
prison
special
trouble

________________ **1.** time to come
________________ **2.** most difficult
________________ **3.** place where legal cases are judged
________________ **4.** problem or worry
________________ **5.** not like everything else
________________ **6.** where some people who break the law must live

B. Which Word Fits Best? Write the word that fits best in each blank.

(now *or* know) **1.** Do you ________________ how to do this problem?
(crow *or* crowd) **2.** A large ________________ came to the ball game.
(though *or* thought) **3.** Larry ________________ his son might forget him.
(through *or* thorough) **4.** Martha gave the room a ________________ cleaning.
(country *or* county) **5.** Ramon's native ________________ is Mexico.

C. Antonyms Antonyms are words that mean the opposite of each other. Pick the word from the box that means the opposite, and write it on the line. The first one is done for you.

below cowardly none rough ✓together
bought loud permit stale youthful

together **1.** alone
________ **2.** above
________ **3.** smooth
________ **4.** all
________ **5.** elderly
________ **6.** sold
________ **7.** brave
________ **8.** fresh
________ **9.** quiet
________ **10.** forbid

D. Which Word Doesn't Fit? Pick the word that does not fit with the rest, and write it on the line. The first one is done for you.

1.	father	son	daughter	family	family
2.	calm	scared	worried	tense	________
3.	glad	joyful	upset	happy	________
4.	chief	second	head	main	________
5.	niece	cousin	nephew	friend	________
6.	triple	single	quarter	double	________
7.	have	own	keep	lose	________
8.	right	false	correct	true	________
9.	elbow	wrist	foot	shoulder	________
10.	sing	talk	shout	story	________

BEST COPY AVAILABLE

Lesson 3

A. Which Pairs Rhyme? Write *yes* if the two words rhyme. Write *no* if they don't rhyme. The first one is done for you.

1. bother *and* brother no

2. vein *and* rain ______

3. rough *and* though ______

4. down *and* own ______

5. tough *and* thought ______

6. fight *and* white ______

7. weight *and* ate ______

8. about *and* bought ______

9. crowd *and* loud ______

10. mouth *and* month ______

11. court *and* port ______

12. start *and* heart ______

B. Which Word Doesn't Fit? Pick the word that does not fit with the rest, and write it on the line.

1.	brother	mother	sister	neighbor	______
2.	afternoon	tomorrow	morning	evening	______
3.	prompt	late	tardy	overdue	______
4.	below	under	aside	beneath	______
5.	infant	uncle	youth	adult	______
6.	hand	mouth	nose	eye	______
7.	fought	quarreled	agreed	argued	______
8.	know	permit	allow	consent	______
9.	dark	gray	gloomy	noon	______
10.	fruit	bread	spoon	meat	______

C. Synonyms Pick the word from the box that means the same, and write it on the line.

ailing
below
bucket
chief
deceive
fix
foolish
make
pound
quarrel
right
try

________________ **1.** repair

________________ **2.** sickly

________________ **3.** pail

________________ **4.** mislead

________________ **5.** under

________________ **6.** thump

________________ **7.** main

________________ **8.** dispute

________________ **9.** create

________________ **10.** silly

________________ **11.** attempt

________________ **12.** correct

D. Antonyms Pick the word from the box that means the opposite, and write it on the line.

always
awake
brief
cry
hated
loan
old
receive
right
sharp
strong
worse

________________ **1.** weak

________________ **2.** loved

________________ **3.** wrong

________________ **4.** never

________________ **5.** better

________________ **6.** laugh

________________ **7.** borrow

________________ **8.** young

________________ **9.** asleep

________________ **10.** long

________________ **11.** dull

________________ **12.** give

BEST COPY AVAILABLE

Lesson 4

A. Categories Write the words that relate to *meals* in the first column. Write the words that relate to *jobs* in the second column. The first one is done for you.

✓bookkeeping
breakfast
dessert
dinner
dishes
driver
lunch
maintenance
nursing
repair
sales
soup

Meals	Jobs
	bookkeeping

B. Which Word Fits Best? Write the word that fits best in each blank.

(quiet *or* quite) **1.** Carmen was ________________ at lunch.
(noise *or* noisy) **2.** It was ________________ in the cafeteria.
(calm *or* clam) **3.** Rosa tried to stay ________________.
(fried *or* friend) **4.** Rosa will miss her ________________ Carmen.
(talk *or* take) **5.** The friends can ________________ on the phone.
(well *or* will) **6.** The job interview went ________________.
(more *or* move) **7.** Carmen and Hector have to ________________.
(tough *or* through) **8.** Rosa made it ________________ sad times.

C. Synonyms Pick the word from the box that means the same, and write it on the line.

clutch
hard
leave
let
mature
move
rush
scared
shut
start
teacher
unhappy

________________ **1.** allow

________________ **2.** age

________________ **3.** frightened

________________ **4.** instructor

________________ **5.** grasp

________________ **6.** sad

________________ **7.** difficult

________________ **8.** relocate

________________ **9.** depart

________________ **10.** begin

________________ **11.** hurry

________________ **12.** close

D. Antonyms Pick the word from the box that means the opposite, and write it on the line.

alike
calm
cool
day
forget
friend
good-bye
hard
hold
leave
noise
true

________________ **1.** warm

________________ **2.** night

________________ **3.** enemy

________________ **4.** silence

________________ **5.** remember

________________ **6.** drop

________________ **7.** upset

________________ **8.** false

________________ **9.** soft

________________ **10.** arrive

________________ **11.** different

________________ **12.** hello

BEST COPY AVAILABLE

Lesson 5

A. Choose the Definition Underline the definition that matches the underlined words.

1. The whole town lamented the death of the mayor.
(1) ignored (2) mourned

2. Did the tailor fix the hem on your trousers?
(1) slacks (2) skirt

3. This medicine will help you feel better.
(1) pill (2) dessert

4. Friends can help you cope with your problems.
(1) forget (2) deal with

5. The wife was full of grief when her husband died.
(1) sorrow (2) wonder

6. What can I do to convince you that I am right?
(1) prove to (2) deny

B. "Life" Sayings Many sayings in English include the word *life.* Match the sayings below with their meanings. Write the sayings on the lines.

life of the party
come to life
for dear life
not on your life
the facts of life
the time of your life

______________________________ **1.** show sudden energy
______________________________ **2.** no way
______________________________ **3.** as if your life depended on it
______________________________ **4.** fun person
______________________________ **5.** the way things really are
______________________________ **6.** more fun than you've ever had

C. "Live" Sayings Match the sayings below with their meanings. Write the sayings on the lines.

live and let live
live and learn
live in
lived-in
live it up
live up to

____________________ **1.** have a good time

____________________ **2.** be tolerant of others

____________________ **3.** comfortable looking

____________________ **4.** reach a high standard

____________________ **5.** experience teaches

____________________ **6.** live where you work

D. Which Word Doesn't Fit? Pick the word that does not fit with the rest, and write it on the line.

1.	mourn	enjoy	lament	grieve	__________
2.	dinner	breakfast	lunch	dessert	__________
3.	create	mend	repair	fix	__________
4.	buttons	pennies	dimes	nickels	__________
5.	yesterday	tomorrow	Sunday	today	__________
6.	harsh	bitter	unpleasant	sweet	__________
7.	today	now	soon	hurry	__________
8.	help	pain	ache	hurt	__________
9.	river	fish	brook	stream	__________
10.	ease	relieve	comfort	question	__________

Lesson 6

A. Match the Meanings Read the paragraph. Then write each word from the box by the phrase that best defines it.

The President Who Couldn't Walk

In 1921, Franklin D. Roosevelt had **polio.** He was 39 years old. The disease left him **paralyzed.** He could not stand or walk without wearing heavy metal braces. Yet he already had a promising **career** in politics. He was **determined** not to let the illness defeat him. He was **elected** president of the United States in 1932, during the Great **Depression.** His programs helped to restore the country's **economy** and Americans' faith in government. Then came the hard years of World War II. He **successfully** guided the country in those years too. He was president for 12 years in all. That's the longest **term** of any president before or since.

- career
- depression
- determined
- economy
- elected
- paralyzed
- polio
- successfully
- term

________________ **1.** a disease that kills or paralyzes

________________ **2.** unable to move

________________ **3.** firmly decided

________________ **4.** life's work

________________ **5.** chosen by voters

________________ **6.** a lowering of the economy

________________ **7.** with a good result

________________ **8.** a system for exchanging goods and services

________________ **9.** amount of time an elected official is in office

B. Antonyms Pick the word from the box that means the opposite, and write it on the line.

birth
break
busy
calm
large
learn
light
more
rich
slow
weak
wonderful

________________ **1.** teach
________________ **2.** fix
________________ **3.** dark
________________ **4.** unsettled
________________ **5.** small
________________ **6.** idle
________________ **7.** death
________________ **8.** powerful
________________ **9.** fast
________________ **10.** terrible
________________ **11.** poor
________________ **12.** less

C. Categories Write the words that relate to *families* in the first column. Write the words that relate to *feelings* in the second column.

anger
bothered
brother
calm
father
grandson
hopeful
mourning
nephew
niece
relieved
sister

Families	**Feelings**

BEST COPY AVAILABLE

Lesson 7

A. Choose the Definition Underline the definition that matches the underlined word.

1. A song told slaves how to escape to the north.
   (1) get away (2) get caught
2. The slaves followed a secret route.
   (1) drinking cup (2) path
3. The song had a code.
   (1) lie (2) secret meaning
4. The code referred to landmarks along the way.
   (1) things to guide you (2) wrong turns
5. A man named Peg Leg Joe taught the song to the slaves.
   (1) crutch (2) wooden leg

B. Synonyms Pick the word from the box that means the same, and write it on the line.

aim
below
brave
carry
edge
freedom
hide
mend
old
probably
reach
shout

________________ **1.** conceal
________________ **2.** beneath
________________ **3.** yell
________________ **4.** repair
________________ **5.** arrive
________________ **6.** aged
________________ **7.** likely
________________ **8.** tote
________________ **9.** border
________________ **10.** daring
________________ **11.** goal
________________ **12.** liberty

C. Say *Go* Match the sayings below with their meanings. Write the sayings on the lines.

go to bat for
go for broke
go it alone
go broke
go easy
go one better
go fly a kite
go to the dogs
on the go

________________ **1.** take a big chance

________________ **2.** stand up for someone in need

________________ **3.** do more than was done before

________________ **4.** take it slow

________________ **5.** busy

________________ **6.** go away; leave

________________ **7.** lose all your money

________________ **8.** do something by yourself

________________ **9.** be ruined or become bad

D. Which Word Doesn't Fit? Pick the word that does not fit with the rest, and write it on the line.

1.	cup	dipper	fork	mug	________
2.	road	paved	route	path	________
3.	boxcar	freedom	railroad	train	________
4.	stream	river	creek	field	________
5.	walk	stay	go	roam	________
6.	little	small	odd	tiny	________

Lesson 8

A. Build Words Put the two words together, and write the compound word on the line.

any + where ____________________

coast + line ____________________

cup + board ____________________

rail + road ____________________

fire + place ____________________

birth + day ____________________

head + line ____________________

over + grown ____________________

pocket + book ____________________

some + body ____________________

under + stand ____________________

grand + mother ____________________

B. Match the Definition Write each compound word you made in Part A beside its definition.

____________________ **1.** This form of transportation runs on rails.

____________________ **2.** This word means you know the meaning of something.

____________________ **3.** This word says something has gotten too big.

____________________ **4.** The title of a newspaper story is called this.

____________________ **5.** This is the mother of your mother or father.

____________________ **6.** This is a place where dishes are kept.

____________________ **7.** This is where logs are burned.

____________________ **8.** This refers to an unnamed person.

____________________ **9.** This is the day on which you were born.

____________________ **10.** This word refers to any place.

____________________ **11.** People carry personal items in this.

____________________ **12.** This is the border between the sea and the shore.

C. Make and Match Choose a word from the box on the left and add a word from the box on the right to form a compound word. Then write the compound word by its definition.

First Word	Second Word
air	fast
break	fly
court	friend
down	house
every	light
fire	port
girl	shake
hand	time
some	town
stop	where

______________ **1.** a place where trials are held

______________ **2.** an insect that lights up

______________ **3.** all places

______________ **4.** a female pal

______________ **5.** an unnamed hour

______________ **6.** It tells you not to go.

______________ **7.** a kind of greeting

______________ **8.** where planes take off and land

______________ **9.** the first meal of the day

______________ **10.** in the city

D. Antonyms Pick the word from the box that means the opposite, and write it on the line.

empty
exiting
grief
married
strange
unhappy

______________ **1.** entering

______________ **2.** divorced

______________ **3.** familiar

______________ **4.** full

______________ **5.** glad

______________ **6.** joy

BEST COPY AVAILABLE

Lesson 9

A. Change the Root The words below all start with the prefix *ex*. Write each word by its meaning.

ex- means *out of* or *from.*

exceed exclude expect
exchange expand explain

_______________ **1.** To keep out or shut out

_______________ **2.** To tell the meaning; make clear

_______________ **3.** To give for something else

_______________ **4.** To make or grow larger

_______________ **5.** To look for or think something will happen

_______________ **6.** To be or do more than

B. Change the Prefix The words below all have the root *port*. Write each word by its meaning.

port means *to carry.*

export report transport
import support

_______________ **1.** To help; hold up

_______________ **2.** To send goods out of the country

_______________ **3.** To bring goods into the country

_______________ **4.** To tell what happened

_______________ **5.** To carry from one place to another

C. Build Words with Prefixes and Roots Add the prefix to the root, and write the new word on the line.

re + duce ____________________

pre + pare ____________________

re + learn ____________________

ex + plode ____________________

in + side ____________________

re + tired ____________________

un + happy ____________________

in + clude ____________________

ex + plain ____________________

pre + judice ____________________

pre + vent ____________________

un + wanted ____________________

D. Match the Definitions Write each new word from Part C by the phrase that best defines it.

____________________ **1.** tell about it clearly

____________________ **2.** sad

____________________ **3.** decrease

____________________ **4.** not hoped for

____________________ **5.** get ready

____________________ **6.** within

____________________ **7.** study again

____________________ **8.** keep something from happening

____________________ **9.** to take in or make a part of

____________________ **10.** no longer working

____________________ **11.** judgment formed in advance

____________________ **12.** to go off with a bang

Lesson 10

A. Categories Write the phrases that relate to **Christmas** on the lines under the first heading. Do the same with the phrases that relate to **Hanukkah** and those that relate to **Kwanzaa.**

celebrates an event in Jewish history
celebrates African cultural values
celebrates the birth of Jesus Christ
a candle in the *menorah* lit each night
a candle in the *kinara* lit each night
begins December 26
lasts 8 days
is on December 25
evergreen trees in houses

1. **Christmas**

____

____

____

2. **Hanukkah**

____

____

____

3. **Kwanzaa**

____

____

____

B. Add a Suffix Add the suffix to the root, and write the new word on the line. You may have to drop a final *e* before adding a suffix that begins with a vowel.

favor + ite ____________________

port + able ____________________

drive + er ____________________

home + less ____________________

elevate + or ____________________

free + dom ____________________

grate + ful ____________________

please + ant ____________________

wonder + ful ____________________

fortune + ate ____________________

move + ment ____________________

assist + ant ____________________

C. Match the Definitions Write each new word from Part B by the phrase that best defines it.

____________________ **1.** motion

____________________ **2.** the one who operates the car

____________________ **3.** having nowhere to live

____________________ **4.** can be carried or moved

____________________ **5.** nice

____________________ **6.** It goes up and down.

____________________ **7.** lucky

____________________ **8.** really great

____________________ **9.** most liked

____________________ **10.** power to do what you choose

____________________ **11.** a person who helps you

____________________ **12.** feeling gratitude

Lesson 11

A. Match the Meanings Read the paragraph. Then write each word from the box by the phrase that best defines it.

A Ruined Dream

World War II had a great **impact** on Daniel Inouye's life. Many Americans distrusted all Japanese. At first, Japanese Americans were **banned** from the U.S. armed forces. When the ban ended, Inouye **enlisted** in the army. In Italy he was in a **fierce** battle. His right arm was **shattered**. It couldn't be saved. His dream of becoming a doctor was **ruined.**

banned
enlisted
fierce
impact
ruined
shattered

_______________ **1.** joined in, signed up
_______________ **2.** a major effect
_______________ **3.** not allowed, forbidden
_______________ **4.** broken into bits
_______________ **5.** very wild
_______________ **6.** destroyed

B. Adding *ion* Add the suffix *ion* to the root. Write the new word on the line. Remember to drop a final *e,* since *ion* starts with a vowel.

1. evaluate + ion _______________
2. concentrate + ion _______________
3. separate + ion _______________
4. suggest + ion _______________
5. decorate + ion _______________
6. reject + ion _______________
7. desperate + ion _______________

C. **Related Words** Words formed by adding different prefixes and suffixes to the same root are related, but they are used differently in a sentence. Write the form of the word that fits best in each blank in the sentences below.

differences
different

1. People who live in ________________ places often have cultural ________________.

customs
accustomed

2. People from different cultures have ________________ that others are not ________________ to.

impact
pact

3. Japan and Germany made a ________________ that had a terrible ________________ on the world.

distrust
trusted

4. Some people came to ________________ people they had ________________ in the past.

tense
tension

5. The level of ________________ was high because everyone was ________________ and nervous.

study
students

6. Many college ________________ take history classes to ________________ World War II.

political
politics

7. Daniel Inouye was interested in ________________, so he launched a ________________ career.

Lesson 12

A. Build Words Add the suffix(es) to the root, and write the new word on the line.

odd + ly ____________________

elect + ion ____________________

hate + ful ____________________

late + ly ____________________

real + ize ____________________

child + ish ____________________

discuss + ion ____________________

music + ian ____________________

differ + ent ____________________

nation + al ____________________

care + ful + ly ____________________

thank + ful + ness ____________________

B. Match the Definitions Write each new word from Part A by the phrase that best defines it.

____________________ **1.** not the same

____________________ **2.** a member of the band

____________________ **3.** come to understand

____________________ **4.** with great concern

____________________ **5.** immature

____________________ **6.** gratitude

____________________ **7.** in a strange way

____________________ **8.** recently

____________________ **9.** showing strong dislike

____________________ **10.** relating to a country

____________________ **11.** when voters vote

____________________ **12.** a group conversation

C. Related Words Write the form of the word that fits best in each blank in the sentences below.

music
musical

1. Juan is practicing the ________________ from the new ________________ play.

repeat
repetition

2. Please don't ________________ this to Juan, but I think there is too much ________________ in that music.

care
carefully

3. Brenda very ________________ opened the box that said "handle with ________________."

decorate
decorations

4. The box contained ________________ that Brenda will use to ________________ her apartment.

friendly
friends

5. Because she is so ________________, Brenda has many ________________.

invitations
inviting

6. Brenda has sent ________________ to all her friends, ________________ them to a party.

memories
remembered

7. The friends ________________ other times they were together, and they shared their ________________.

especially
special

8. They ________________ remembered the ________________ food they had shared.

Answer Key

▼ Lesson 1

A. Match the Meanings (p. 4)

1. examined
2. hospital
3. stomach
4. relieved
5. ambulance
6. ulcer

B. Synonyms (p. 4)

1. own
2. story
3. thankful
4. chief
5. help
6. belief

C. Which Word Fits Best? (p. 5)

1. believe
2. weigh
3. relieved
4. received
5. pies
6. field

D. Choose the Definition (p. 5)

1. (1)
2. (2)
3. (1)
4. (1)
5. (2)

▼ Lesson 2

A. Match the Meanings (p. 6)

1. future
2. hardest
3. court
4. trouble
5. special
6. prison

B. Which Word Fits Best? (p. 6)

1. know
2. crowd
3. thought
4. thorough
5. country

C. Antonyms (p. 7)

1. together
2. below
3. rough
4. none
5. youthful
6. bought
7. cowardly
8. stale
9. loud
10. permit

D. Which Word Doesn't Fit? (p. 7)

1. family
2. calm
3. upset
4. second
5. friend
6. quarter
7. lose
8. false
9. foot
10. story

▼ Lesson 3

A. Which Pairs Rhyme? (p. 8)

1. no
2. yes
3. no
4. no
5. no
6. yes
7. yes
8. no
9. yes
10. no
11. yes
12. yes

B. Which Word Doesn't Fit? (p. 8)

1. neighbor
2. tomorrow
3. prompt
4. aside
5. uncle
6. hand
7. agreed
8. know
9. noon
10. spoon

C. Synonyms (p. 9)

1. fix
2. ailing
3. bucket
4. deceive
5. below
6. pound
7. chief
8. quarrel
9. make
10. foolish
11. try
12. right

D. Antonyms (p. 9)

1. strong
2. hated
3. right
4. always
5. worse
6. cry
7. loan
8. old
9. awake
10. brief
11. sharp
12. receive

▼ Lesson 4

A. Categories (p. 10)

Meals: breakfast, dessert, dinner, dishes, lunch, soup

Jobs: bookkeeping, driver, maintenance, nursing, repair, sales

B. Which Word Fits Best? (p. 10)

1. quiet
2. noisy
3. calm
4. friend
5. talk
6. well
7. move
8. through

C. Synonyms (p. 11)

1. let
2. mature
3. scared
4. teacher
5. clutch
6. unhappy
7. hard
8. move
9. leave
10. start
11. rush
12. shut

D. Antonyms (p. 11)

1. cool
2. day
3. friend
4. noise
5. forget
6. hold
7. calm
8. true
9. hard
10. leave
11. alike
12. good-bye

▼ Lesson 5

A. Choose the Definition (p. 12)

1. (2)
2. (1)
3. (1)
4. (2)
5. (1)
6. (1)

B. "Life" Sayings (p. 12)

1. come to life
2. not on your life
3. for dear life
4. life of the party
5. the facts of life
6. the time of your life

C. "Live" Sayings (p. 13)

1. live it up
2. live and let live
3. lived-in
4. live up to
5. live and learn
6. live in

D. Which Word Doesn't Fit? (p. 13)

1. enjoy
2. dessert
3. create
4. buttons
5. Sunday
6. sweet
7. hurry
8. help
9. fish
10. question

▼ Lesson 6

A. Match the Meanings (p. 14)

1. polio
2. paralyzed
3. determined
4. career
5. elected
6. depression
7. successfully
8. economy
9. term

B. Antonyms (p. 15)

1. learn
2. break
3. light
4. calm
5. large
6. busy
7. birth
8. weak
9. slow
10. wonderful
11. rich
12. more

C. Categories (p. 15)

Families: brother, father, grandson, nephew, niece, sister

Feelings: anger, bothered, calm, hopeful, mourning, relieved

▼ Lesson 7

A. Choose the Definition (p. 16)

1. (1)
2. (2)
3. (2)
4. (1)
5. (2)

B. Synonyms (p. 16)

1. hide
2. below
3. shout
4. mend
5. reach
6. old
7. probably
8. carry
9. edge
10. brave
11. aim
12. freedom

C. Say Go (p. 17)

1. go for broke
2. go to bat for
3. go one better
4. go easy
5. on the go
6. go fly a kite
7. go broke
8. go it alone
9. go to the dogs

D. Which Word Doesn't Fit? (p. 17)

1. fork
2. paved
3. freedom
4. field
5. stay
6. odd

▼ Lesson 8

A. Build Words (p. 18)

anywhere
coastline
cupboard
railroad
fireplace
birthday
headline
overgrown
pocketbook
somebody
understand
grandmother

B. Match the Definition (p. 18)

1. railroad
2. understand
3. overgrown
4. headline
5. grandmother
6. cupboard
7. fireplace
8. somebody
9. birthday
10. anywhere
11. pocketbook
12. coastline

C. Make and Match (p. 19)

1. courthouse
2. firefly
3. everywhere
4. girlfriend
5. sometime
6. stoplight
7. handshake
8. airport
9. breakfast
10. downtown

D. Antonyms (p. 19)

1. exiting
2. married
3. strange
4. empty
5. unhappy
6. grief

▼ Lesson 9

A. Change the Root (p. 20)

1. exclude
2. explain
3. exchange
4. expand
5. expect
6. exceed

B. Change the Prefix (p. 20)

1. support
2. export
3. import
4. report
5. transport

C. Build Words with Prefixes and Roots (p. 21)

reduce
prepare
relearn
explode
inside
retired
unhappy
include
explain
prejudice
prevent
unwanted

D. Match the Definitions (p. 21)

1. explain
2. unhappy
3. reduce
4. unwanted
5. prepare
6. inside
7. relearn
8. prevent
9. include
10. retired
11. prejudice
12. explode

▼ Lesson 10

A. Categories (p. 22)

1. Christmas: celebrates the birth of Jesus Christ; is on December 25; evergreen trees in houses
2. Hanukkah: celebrates an event in Jewish history; a candle in the *menorah* lit each night; lasts 8 days
3. Kwanzaa: celebrates African cultural values; a candle in the *kinara* lit each night; begins December 26

B. Add a Suffix (p. 23)

favorite
portable
driver
homeless
elevator
freedom
grateful
pleasant
wonderful
fortunate
movement
assistant

C. Match the Definitions (p. 23)

1. movement
2. driver
3. homeless
4. portable
5. pleasant
6. elevator
7. fortunate
8. wonderful
9. favorite
10. freedom
11. assistant
12. grateful

▼ Lesson 11

A. Match the Meanings (p. 24)

1. enlisted
2. impact
3. banned
4. shattered
5. fierce
6. ruined

B. Adding *ion* (p. 24)

1. evaluation
2. concentration
3. separation
4. suggestion
5. decoration
6. rejection
7. desperation

C. Related Words (p. 25)

1. different, differences
2. customs, accustomed
3. pact, impact
4. distrust, trusted
5. tension, tense
6. students, study
7. politics, political

▼ Lesson 12

A. Build Words (p. 26)

oddly
election
hateful
lately
realize
childish
discussion
musician
different
national
carefully
thankfulness

B. Match the Definitions (p. 26)

1. different
2. musician
3. realize
4. carefully
5. childish
6. thankfulness
7. oddly
8. lately
9. hateful
10. national
11. election
12. discussion

C. Related Words (p. 27)

1. music, musical
2. repeat, repetition
3. carefully, care
4. decorations, decorate
5. friendly, friends
6. invitations, inviting
7. remembered, memories
8. especially, special

Vocabulary Workbook

Voyager

Reading and Writing for Today's Adults

2

The vocabulary workbooks for *Voyager: Reading and Writing for Today's Adults* build students' vocabularies and increase their knowledge about words in a variety of contexts and formats. Exercises cover compound words, prefixes, roots, suffixes, synonyms, antonyms, analogies, word meanings, idioms, and more. The exercises correspond with *Voyager* student book lessons.

Components of
Voyager: Reading and Writing for Today's Adults

9 Student Books
9 Workbooks
9 Vocabulary Workbooks
9 Puzzle Books
4 Teacher's Resource Guides
  (including photocopy masters)
Placement Tool
Scoring Booklets
Diplomas

ISBN 1-56420-264-X

9 781564 202642

New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York 13210
800-448-8878
www.newreaderspress.com

CE

CETR
0130

Voyager

Reading and Writing for Today's Adults

3

New Readers Press

Voyager

Reading and Writing for Today's Adults

3

Sarah Chodera

Advisers to the Series

Mary Dunn Siedow
Director
North Carolina Literacy Resource Center
Raleigh, NC

Linda Thistlethwaite
Associate Director
The Central Illinois Adult Education Service Center
Western Illinois University
Macomb, IL

Reviewer

Mary Sattler
Student Group Coordinator
Project Learn
Akron, OH

New Readers Press

Acknowledgments

Anderson, Susan, "Arthur," TO OPEN YOUR MIND, Volume 5, Number 1, Winter 1995. Every effort has been made to contact the author for permission to reprint. If the author is located subsequent to publication, she is hereby entitled to due compensation.

Walker, Margaret, "Lineage" from FOR MY PEOPLE by Margaret Walker. Reprinted by permission of the author.

Zaret, Hy, "It Could Be a Wonderful World." Reprinted by permission.

Voyager: Reading and Writing for Today's Adults™ Voyager 3
ISBN 1-56420-153-8
Copyright © 1999
New Readers Press
Division of ProLiteracy Worldwide
1320 Jamesville Ave., Syracuse, New York 13210

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4

Director of Acquisitions and Development: Christina Jagger
Content Editor: Mary Hutchison
Developer: Learning Unlimited, Oak Park, IL
Developmental Editor: Pamela Bliss
Contributing Writer: Betsy Rubin
Photography: David Revette Photography, Inc.
Cover Designer: Gerald Russell
Designer: Kimbrly Koennecke
Artist: Linda Alden
Illustrator: Cheri Bladholm

ProLiteracy Worldwide and New Readers Press are not owned or sponsored by Voyager Expanded Learning, Inc.

Contents

Introduction 5

Student Interest Inventory 6

Skills Preview 8

▼ Unit 1: Great Expectations 11
Lesson 1 12
  Reading: "It Could Be a Wonderful World" 13
  Think About It: Find the Theme 15
  Write About It: Write a Song 17
Lesson 2 18
  Reading: "The New Boss" 19
  Think About It: Understand the Plot 22
  Write About It: Write a Story 24
  Word Work: Using Context Clues to Figure Out Word Meaning 25
Lesson 3 26
  Reading: "Shaq Measures Up" 27
  Think About It: Find the Main Idea and Details 30
  Write About It: Write a Paragraph 32
  Word Work: Recognizing Words 33
Writing Skills Mini-Lesson: Compound Sentences 34
Unit 1 Review 35

▼ Unit 2: Across Generations 37
Lesson 4 38
  Reading: "Lineage" 39
  Think About It: Find the Theme 41
  Write About It: Write a Poem 43
Lesson 5 44
  Reading: "A Mother's Gift" 45
  Think About It: Draw Conclusions 48
  Write About It: Write a Journal Entry 50
  Word Work: Prefixes and Roots 51
Lesson 6 52
  Reading: "Suspect" 53
  Think About It: Understand Character 56
  Write About It: Describe a Character 58
  Word Work: Prefixes, Roots, and Suffixes 59
Writing Skills Mini-Lesson: Complex Sentences 60
Unit 2 Review 61

▼ Unit 3: Voices for Justice .63
Lesson 7 .64
  Reading: "A Safe Place" .65
  Think About It: Identify Setting .68
  Write About It: Describe a Setting .70
  Word Work: Dividing Words into Syllables .71
Lesson 8 .72
  Reading: "Voice of a People" .73
  Think About It: Understand the Main Idea and Details .77
  Write About It: Write an Interview .78
  Word Work: More Dividing Words into Syllables .79
Lesson 9 .80
  Reading: "Let Me Be a Free Man" .81
  Think About It: Identify Viewpoint .83
  Write About It: Write Your Viewpoint .85
Writing Skills Mini-Lesson: More on Complex Sentences .86
Unit 3 Review .87

▼ Unit 4: Express Yourself .89
Lesson 10 .90
  Reading: "Marian Anderson: A Tribute" .91
  Think About It: Identify Viewpoint .94
  Write About It: Write a Review .96
  Word Work: Review of Dividing Words into Syllables .97
Lesson 11 .98
  Reading: "A Soldier's Story" .99
  Think About It: Understand Character, Setting, and Plot .102
  Write About It: Write a Story .104
  Word Work: Summary of Strategies for Recognizing Words .105
Lesson 12 .106
  Reading: "Arthur" .107
  Think About It: Make Inferences .109
  Write About It: Write a Letter .111
Writing Skills Mini-Lesson: Fixing Sentence Fragments .112
Unit 4 Review .113

Skills Review .115

Answer Key .121

Reference Handbook

  Writing Skills .126
  The Writing Process .128

Introduction

Welcome to New Readers Press's *Voyager 3*. In this book, you will build your skills in reading and writing. You will improve your understanding of what you read. You will also work with your listening and speaking skills.

This book has four units. Each unit is based on a theme that reflects our day-to-day lives. In *Voyager 3,* you will be exploring these themes:

- Great Expectations
- Across Generations
- Voices for Justice
- Express Yourself

Within each theme-based unit, you will find three lessons. Each lesson has the following features:

- **Before You Read:** a strategy to help you understand what you read
- **Key Words:** a preview of the harder words in the lesson
- **Reading:** a poem, song, story, biography, journal, speech, or review written by adults, for adults
- **After You Read:** questions and activities about the reading
- **Think About It:** a reading skill that will help you understand what you read
- **Write About It:** an activity to improve your writing skills

Eight lessons also have this feature:

- **Word Work:** strategies and skills to help you read and write better

We hope you enjoy exploring the themes and mastering the skills found in *Voyager 3*. We also invite you to continue your studies with the next book in our series, *Voyager 4*.

Student Interest Inventory

What is my educational goal?

____

Check this side **BEFORE** you do this book.

Check this side **AFTER** you do this book.

Yes, I do	I need help	No, I don't	**What do I read?**	Yes, I do	I need help	No, I don't
			• instructions			
			• letters and other mail			
			• stories and poems			
			• newspapers and magazines			
			• material for my job			
			• books to my children			
			• other: ________________			

Yes, I do	I need help	No, I don't	**When I read, I**	Yes, I do	I need help	No, I don't
			• use context clues to figure out new words			
			• break long words into smaller parts to figure them out			
			• use what I already know to help me understand what I read			
			• try to predict what is coming next as I read			
			• look for a theme in a poem			
			• recognize the main ideas and their supporting details			
			• pay attention to parts of the plot in stories			
			• am aware of the setting and characters in a story			
			• recognize that writers have different viewpoints about a subject			

BEST COPY AVAILABLE

Check this side **BEFORE** you do this book. Check this side **AFTER** you do this book.

Yes, I do	I need help	No, I don't	I write or fill out	Yes, I do	I need help	No, I don't
			• lists			
			• notes and messages			
			• letters			
			• songs and poems			
			• stories			
			• journal entries			
			• forms and applications			
			• descriptions of characters I read about			
			• results of an interview			
			• reviews of movies and TV shows			
			• other: ____________			

Yes, I can	I need help	No, I can't	When I write, I can	Yes, I can	I need help	No, I can't
			• think of good ideas			
			• organize my ideas			
			• express myself clearly so others understand what I mean			
			• use details to support my main ideas			
			• write compound and complex sentences			
			• capitalize and punctuate sentences correctly			
			• recognize fragments and fix them			

Skills Preview

This preview will give you an idea of what you will do in this book. Before you begin Unit 1, complete as much of this preview as you can. Share your work with your instructor.

Reading Skills Preview

Read each passage and answer the questions that follow.

A Family Story

When Leo Kent turned 42, his life changed. Before Leo even took a bite of his birthday dinner, his wife, Julie, said, "Leo, I have something to tell you. You're going to be a father."

Leo's world turned upside down. He had thought they could not have kids. Now, after 15 years of marriage, they would have to prepare for one. Leo hugged Julie, but he began to think. How would a baby change his life? Could he adjust to the changes? Was he too old? Did he even want a child anymore?

A few nights later, Leo found Julie crying. "What's the matter, honey?" Leo asked.

Julie looked him straight in the eye. "I don't think you want this baby," she said. Leo stared at his wife. Suddenly he knew the truth. He was scared, but he did want this child. Leo took a deep breath. He was ready to tell Julie how he felt.

Choose the best answer for each question.

1. What problem does Leo face in this story?
   (1) saving his marriage
   (2) becoming a father unexpectedly
   (3) understanding his wife

2. Because of all the questions Leo asks himself, you can infer that he feels
   (1) happy (2) angry (3) worried

3. Julie is the kind of person who
   (1) is direct and honest (2) keeps her feelings to herself (3) hates surprises

We Shall Overcome

We shall overcome, we shall overcome,
We shall overcome some day.
Oh, deep in my heart I do believe
We shall overcome some day.

We'll go hand in hand,
We'll go hand in hand,
We'll go hand in hand some day.
Oh, deep in my heart I do believe
We'll go hand in hand some day.

We are not afraid, we are not afraid,
We are not afraid today.
Oh, deep in my heart I do believe
We are not afraid today.

We shall overcome, we shall overcome,
We shall overcome some day.
Oh, deep in my heart I do believe
We shall overcome some day.

Choose the best answer for each question.

4. What is the theme of this song?
   (1) Hardship and pain are in all people's lives.
   (2) Working together and believing deeply will lead to change.
   (3) Everyone should work to help the poor.

5. Which of these people would most likely sing this song?
   (1) the leader of a nation
   (2) a civil rights worker
   (3) the president of a company

Write About It

On a separate paper, write about the topic below. Use the revising checklist on page 10 to check your draft. Give your draft to your instructor for feedback.

Topic: Write about a great expectation you have, for yourself or for someone you love. Explain why you have this dream.

Skills Preview Answers

Reading Skills Preview

1. (2)
2. (3)
3. (1)
4. (2)
5. (2)

Revising Checklist

Revise your draft. Check that your draft

- _____ includes your important ideas
- _____ has details to explain what you mean
- _____ is clear and easy to understand

Make changes on your first draft to improve your writing. Then share your draft with your instructor.

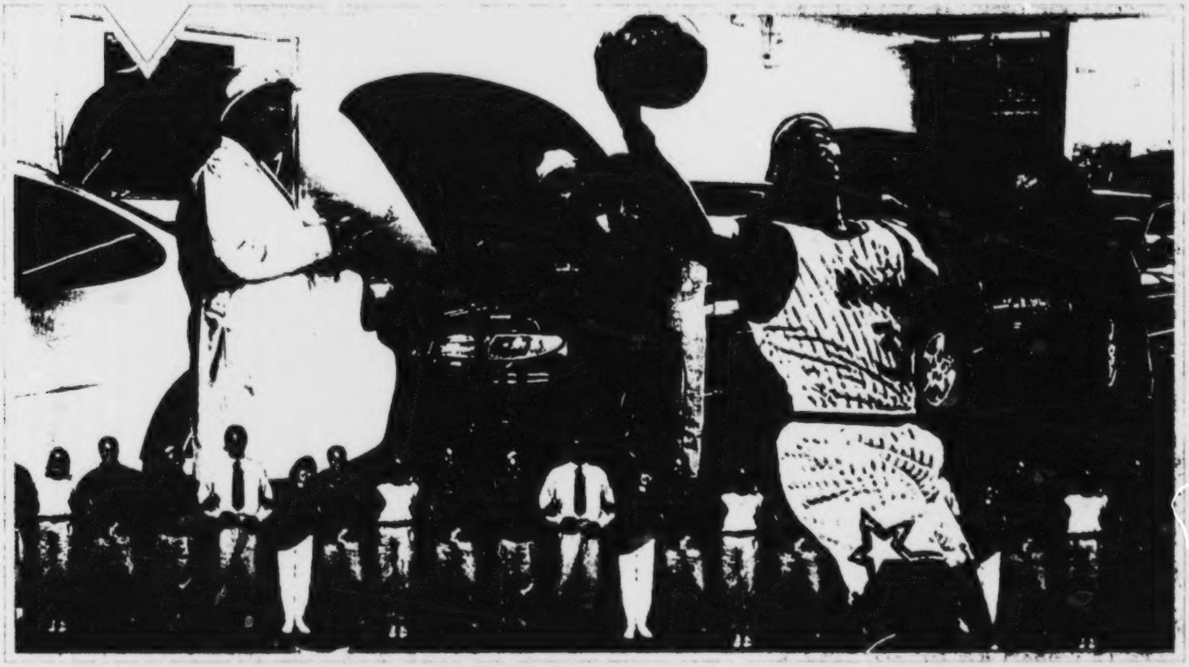
Skills Chart

The questions in the Skills Preview assess students' familiarity with the following skills:

Question	Reading Skill
1	understand plot
2	make inferences
3	understand character
4	find the theme
5	identify viewpoint

BEST COPY AVAILABLE

Unit 1 Great Expectations



When you think about the future, what kind of expectations do you have? Do you expect good things to happen? Do you expect to find a job or get a better job? Do you plan to earn a GED? Do you want to travel?

You might have great expectations for yourself, for your family, or for the world. It is important to have great expectations—and work to reach them. Great expectations can help direct your life. They can give your life more meaning.

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

Lesson 1

LEARNING GOALS

Strategy: Use your experience to help you understand what you read
Reading: Read the words to a song
Skill: Find the theme
Writing: Write a song

Before You Read

"It Could Be a Wonderful World" is a song that was written soon after World War II ended. The song tells the writer's ideas about how the world could be a better place.

Before you read "It Could Be a Wonderful World," think about ways you feel the world could be better. Complete each sentence below with an idea of your own.

The world would be a better place if

every worker ____________________

every homeless person ____________________

every child ____________________

Key Words Read each sentence. Do you know the underlined words?

- Do we think of each other as neighbors, friends, and family?
- Do people know that true brotherhood means treating each other like family?
- Are rich people content with all their belongings?

Use the Strategy
To help you understand this song, think about the world we live in. What is good about it? What is bad about it? Think about how your experiences relate to the ideas in the song.

It Could Be a Wonderful World

Hy Zaret and Lou Singer

If each little kid could have fresh milk each day,
If each working man had enough time to play,
If each homeless soul had a good place to stay,
It could be a wonderful world.

If we could consider each other
A neighbor, a friend, or a brother,
It could be a wonderful, wonderful world,
It could be a wonderful world.

If there were no poor and the rich were content,
If strangers were welcome wherever they went,
If each of us knew what true brotherhood meant,
It could be a wonderful world.

If we could consider each other
A neighbor, a friend, or a brother,
It could be a wonderful, wonderful world,
It could be a wonderful world.

Check-in
How do the ideas in the song relate to your ideas about how the world could be better? Compare the ideas you wrote in "Before You Read" on page 12 with the ideas in the song.

After You Read

A. Did the Song Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Write the basic need that each idea describes.
   - **a.** "If each little kid could have fresh milk each day"
     This idea describes everyone's need for ______________________________.
   - **b.** "If each working man had enough time to play"
     This idea describes everyone's need to ______________________________.
   - **c.** "If each homeless soul had a good place to stay"
     This idea describes everyone's need for ______________________________.
2. Which is the topic of the song?
   (1) wishes for the world
   (2) wonders of the world
   (3) people in the world
3. If the songwriter could act on his ideas, what might he do? Check each action he might take.
   _____ make a new start by changing jobs
   _____ start a free food program for children
   _____ open a shelter for the homeless

Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

Which of the problems in the song do you think is most important? Why? What can be done to help solve this problem?

Think About It: Find the Theme

Many pieces of writing have themes. A **theme** is the message about life that a writer wants to tell. For example, the theme of "It Could Be a Wonderful World" is how the world could be a kinder, fairer place.

Often themes are based on topics that are important parts of life, such as

love
nature
friendship
religion
family
death
justice
growing older

When you read a piece of writing, look for its theme. To find the theme, ask yourself these two questions:

1. What is the topic?
2. What is the writer saying about this topic? This message is the theme.

Below on the left is a list of topics. On the right is one possible theme for each topic. Match each theme with its topic. The first one is done for you.

Topic	**Theme**
c **1.** love	**a.** coping with the aging process
_____ **2.** parenthood	**b.** feelings when a life ends
_____ **3.** working	**c.** the caring and respect between a husband and wife
_____ **4.** growing older	**d.** the challenge of being a single mother
_____ **5.** death	**e.** the problems and rewards of a job

Did you match these themes and topics?

2. d
3. e
4. a
5. b

Practice Read each short selection. Then answer the questions about its topic and theme.

A. Thousands of people in this country are homeless. Every day, these people may face very cold or very hot weather. They lack food and a place to sleep. Many of the homeless feel the stares of other people. They may remember a better time in their lives. The hours pass.

1. What is the topic? ________________________________

2. Which is the theme, or message, about the topic?
(1) ways people can help the homeless
(2) the pain and hardship of homelessness
(3) the large numbers of homeless

B. Tony Ori could not take it any longer. He turned the TV news off. He was tired of seeing the faces of hungry children. He was tired of hearing their cries. Right then Tony made a decision. Maybe he could not solve the world's hunger problem. But he could help the hungry people in his own town. Tony decided he would start a food collection. Grocery stores and restaurants could give extra food. People could donate food. Tony made himself a promise. By this time next year, not one person in his hometown would go to bed hungry.

3. What is the topic? ________________________________

4. Which is the theme, or message, about the topic?
(1) who goes to bed hungry
(2) why people are hungry
(3) how one man decided to help the hungry

Write About It: Write a Song

You have read a songwriter's ideas about making the world better. Now work with one or more partners to finish a song with your ideas.

First read the song "It Could Be a Wonderful World" out loud. Listen for the words that rhyme (like *day, play, stay*). Next read the song again. Clap along with the rhythm, or the beat, of the words.

A. **Prewrite** Read each line in the song below. Think of words and phrases to complete the line. Have one person write down all the ideas on a separate sheet.

B. **Write** Decide if you want your song to rhyme. Choose the words that fit the lines best and write them on the lines.

Our World Could Be a Better Place

If every man and woman had ______________________________,

If every person knew ______________________________,

If people worked together for ______________________________,

Our world could be a better place.

If no one ______________________________,

If we could all just ______________________________,

Our world could be a fairer place

Our world would be a better place.

Read your song out loud. What kind of music would you pick for your words? Do you know a tune that they would fit? If not, try to make up a tune to fit them.

▶ **Hold on to this work.** You may use it again at the end of this unit.

Lesson 2

LEARNING GOALS

Strategy: Predict the features of a story
Reading: Read a story
Skill: Understand the plot
Writing: Write a story
Word Work: Use context clues to figure out word meaning

Before You Read

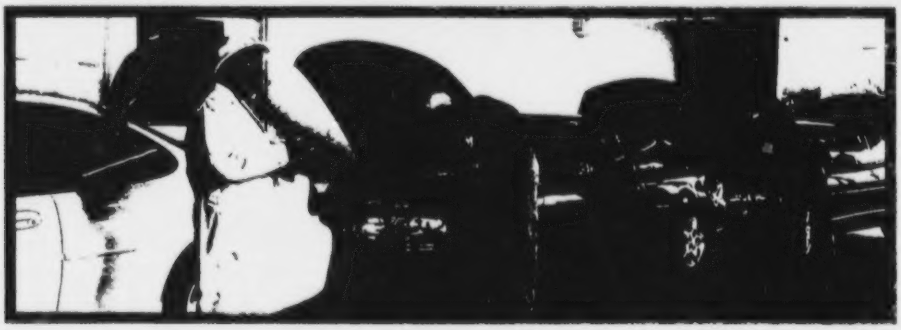
"The New Boss" is a story about a woman with a new job. She is in charge of an auto assembly line.

Before you read "The New Boss," think about stories you have read. Check each feature you expect to find in a story.

_____ characters (people in the story)
_____ a setting (the time and place)
_____ facts about the world
_____ a conflict or problem
_____ a climax, or turning point in the action
_____ an ending (happy or sad)
_____ what the writer thinks about the story

Key Words Read each sentence. Do you know the underlined words?

- Kim was qualified for the job because of her experience.
- When workers feel resentful, they feel anger and ill will.
- Kim was given authority to lead the assembly line.



Use the Strategy
"The New Boss" is a story about Kim Washington. She is starting a new job as the boss on an assembly line. To understand the story better, watch for these story features—characters, the setting, a conflict, a climax, and an ending.

The New Boss

Kim Washington walked by row after row of workers. Today was her third day in this factory. She was manager of the 40 people on this auto assembly line. Kim was qualified for this job. She had worked on a line for 10 years. Kim had high expectations for herself. She wanted to be a good and fair boss. She also had high expectations for the workers on the line. She wanted them to produce more cars faster and better, and help cut costs.

These goals would not be easy to meet. Many of the workers were resentful of her authority. They were men with years of experience. Kim knew that they did not think she was qualified. She also knew that some of the men did not want to work for a woman boss.

Check-in Think about the story so far. Who is the main character? What conflict do you think will develop?

As Kim walked the floor, she saw a man about to bolt a car frame with a rivet gun. He was holding the gun the wrong way. Kim knew how easily a rivet gun could get out of control. She had seen workers lose fingers before.

Kim called out, "Hey, let's follow the rules here. I don't want to see ten thousand pounds of pressure nail your finger instead of that rivet."

At first the man seemed to ignore her. Then he whirled around. The expression on his face was angry and resentful. His tag read "Todd Walker."

"Look, lady," Todd said loudly. "I don't expect any help from you. If you want to know what we think, I'll tell you. We don't want you here. What do you know about working a line? There are a dozen men here more qualified than you. We don't want a woman boss."

Notice how tension is rising. The action is building to a climax. What do you think Kim might do next?

◀ **Check-in**

Kim knew that everyone on the line was watching and listening. She chose her words carefully.

"Todd, I know more than you think about working a line. I did it for ten years. In time, you'll find out that I expect a lot from myself and from you. When I know how much each worker can do, I'll give him the authority he deserves. For now, if you see something happening that looks wrong or dangerous, you don't need my OK to shut down the line. I give every worker on my line that authority."

Todd Walker looked surprised. Kim continued.

"Now, you seem to have a problem with my being a woman. Well, I really can't help that. But that has nothing to do with whether I'm a qualified manager."

Todd Walker stared at Kim, then nodded slightly. He turned back to the line. A few of the men standing near him smiled or nodded at Kim. Kim said, "Let's get back to work. We have goals to meet."

▶ **Final Check-in**

Look at the list of features you checked on page 18. Did you find the features you expected to find in the story? How did you feel about the ending?

After You Read

A. Did the Story Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Name the two main characters in the story. Then write a few words to tell about the other story features.

a. Characters (people): ____________________ and ____________________

b. Setting (place): ____

c. Conflict (problem): ____

d. Ending: ____

2. How does Kim handle Todd Walker?
(1) She responds calmly to his anger.
(2) She walks away to avoid a fight.
(3) She argues with him.

3. How would Kim likely act toward a lazy worker?
(1) fire him right away
(2) talk to him about his work
(3) pretend there was not a problem

▶ **Talk About It**

Discuss the question below with a partner or small group. If you like, write a response.

Do you think Kim will meet her expectations and be a good boss? Why or why not?

Think About It: Understand the Plot

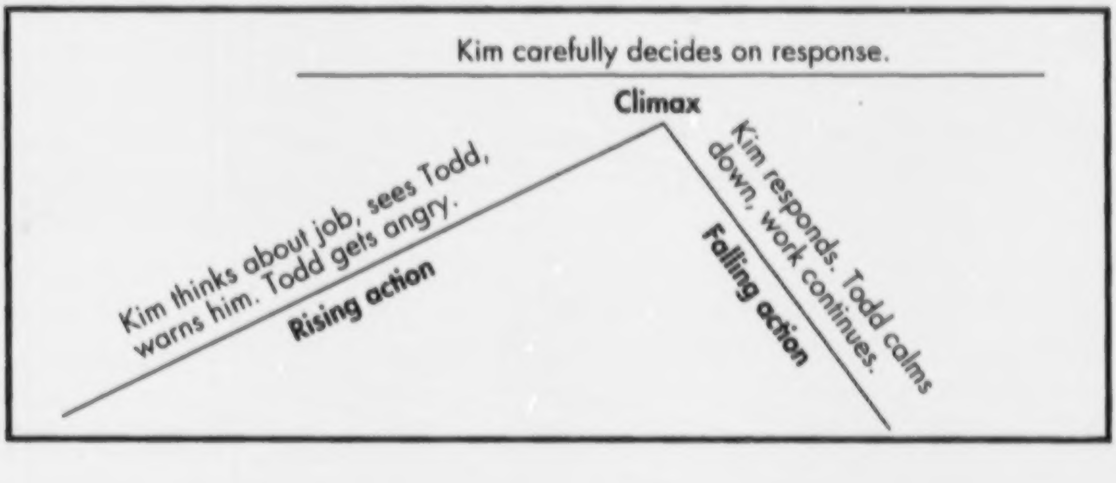
Every story has a plot. A **plot** is the action or series of events in the story. The plot usually has three parts:

1. The **rising action** introduces the characters and the main problem or conflict.
2. The **climax** is the turning point in the action. It is the point when you feel the most tense because you know something important is about to happen. The climax usually occurs near the end of the story.
3. The **falling action** tells what happens after the climax. The plot draws quickly to a close.

Here is the plot of "The New Boss:"

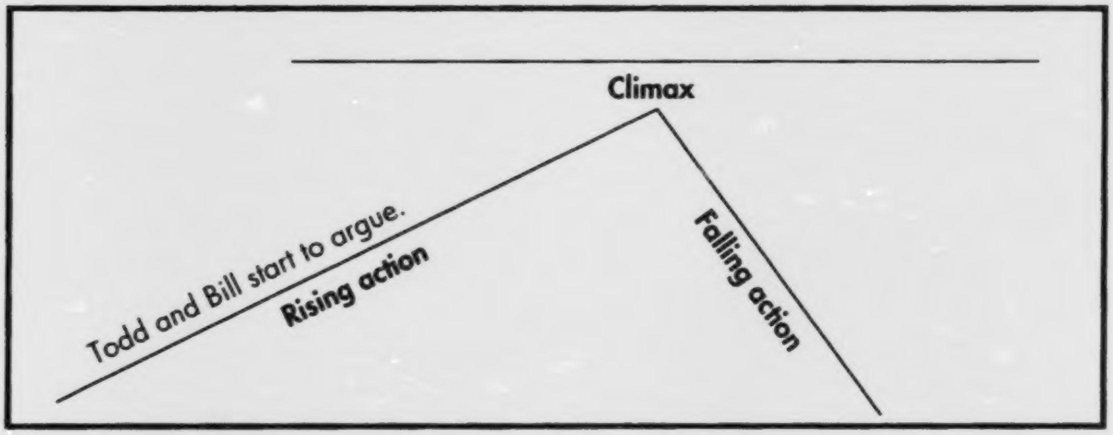
1. **Rising action:** Kim Washington walks down the assembly line. She thinks about her new job. She sees Todd Walker holding a tool the wrong way. She warns him. Todd becomes angry and challenges her authority.
2. **Climax:** Everyone watches and listens. Kim carefully decides what to say to Todd.
3. **Falling Action:** Kim responds to Todd. He calms down. Work continues.

The plot map below shows how you can picture a plot. It is filled in with the three parts of "The New Boss."

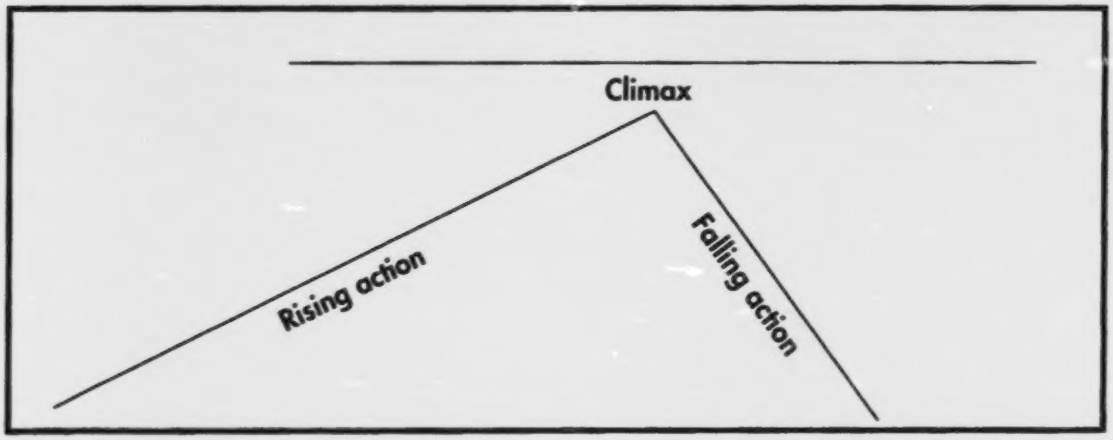

Kim carefully decides on response.
Climax
Kim thinks about job, sees Todd, warns him. Todd gets angry.
Rising action
Kim responds. Todd calms down, work continues.
Falling action

Practice Each story below has its own plot. On the lines, fill in the rising action, the climax, and the falling action. The first one is started for you.

1. Todd Walker went back to his work. Suddenly Bill Tyler spoke to him loudly. "That's the new boss," he said. "You should show her some respect." Todd did not like Bill's comments. He pushed Bill. Bill pushed him back. Just then the workers nearby moved in and broke up the fight. "We don't want any more trouble," one said. Everyone went back to work.


Climax
Todd and Bill start to argue.
Rising action
Falling action

2. A few weeks later, Todd saw a new worker about to use a rivet gun. "Hey!" Todd shouted. "Be careful! You're going to lose control of that gun!" The worker did not hear Todd. Todd ran to the controls. He shut down the line. Kim Washington ran from the other side of the plant. Todd explained what happened. Kim thanked Todd for his quick thinking.


Climax
Rising action
Falling action

Write About It: Write a Story

Authors often base their plots on things that happen in real life. Think about your own life. Which of these experiences have you had?

- an argument
- an accident
- a robbery
- getting a job
- getting married
- having a child

Write a story about one of these experiences or another experience in your life.

A. **Prewrite** Choose an experience to write about.

What was the turning point of the experience?

Climax: ______________________________

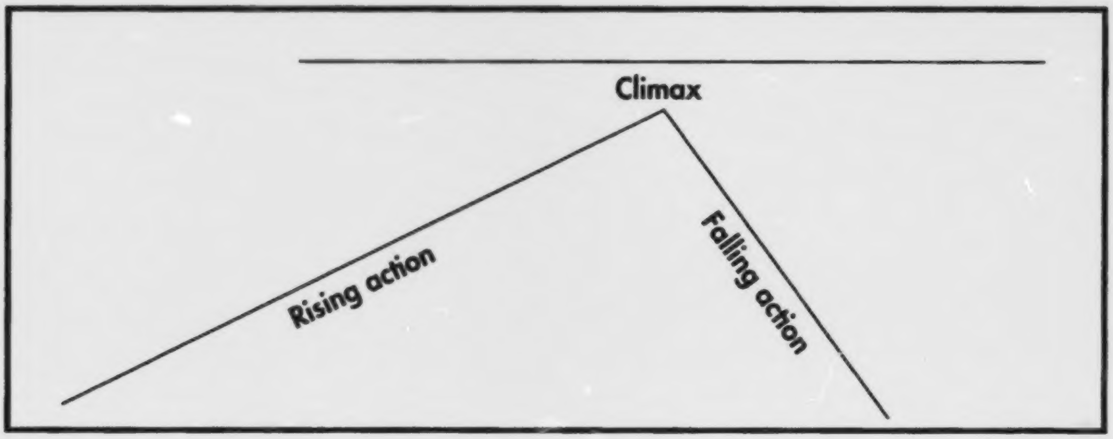
What led up to this moment?

Rising action: ______________________________

How did the experience end?

Falling action: ______________________________

Use your answers to fill in the plot map.



B. **Write** On your own paper, write a story based on your experience. Use your plot map to help you. Add details if you like.

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: Using Context Clues to Figure Out Word Meaning

When you come to an unfamiliar word in your reading, the words and sentences around it can provide hints. These hints are called **context clues.** Context clues can be used to figure out the meaning and the pronunciation of unfamiliar words. Here are some tips for using context clues.

Tip 1 Look for clues to the meaning *after* the hard word. Look later in the same sentence or in later sentences in the paragraph.

- Kim was qualified for the job because she had *years of experience.*

If you did not know the meaning of *qualified,* the context clue, *years of experience,* tells you what *qualified* means.

Tip 2 Look for a definition of the hard word in the same sentence or the next sentence.

- Kim knew how to restrain, or *hold back,* her feelings.
- Kim knew how to restrain her feelings. She *held them back.*

Tip 3 Look for examples to help explain the hard word.

- Kim wouldn't show strong emotions, *like anger,* at work.

Practice Look for context clues in the sentences below. Then choose the meaning of each underlined word.

1. Kim can usually identify, or spot, unhappy workers on the line.
(1) find or notice (2) help (3) talk to

2. Men on the line assemble, or put together, cars.
(1) design (2) put together (3) fix

3. Every worker must follow safety guidelines, such as wearing goggles and steel-toe shoes.
(1) lines on the floor (2) rules (3) signs

Lesson 3

LEARNING GOALS

Strategy: Understand how another person feels
Reading: Read a biography
Skill: Find the main idea and details
Writing: Write a paragraph
Word Work: Recognizing words

Before You Read

"Shaq Measures Up" tells about the early life of basketball star Shaquille [sha KEEL] O'Neal. It is a short biography of his early years. A biography is a piece of writing that tells about a real person's life.

Before you read about Shaq, think about your own life. Think about a time when you felt under pressure to do something well. Answer these questions about that time:

What was the reason you felt pressure?

How did you handle the pressure?

Key Words Read each sentence. Do you know the underlined words?

- Shaquille O'Neal's first coach said Shaq could become a professional player.
- Shaquille's father was a sergeant in the army.
- As a teenager, Shaquille needed to learn discipline.
- Shaquille scored an average of 24 points a game.

▶ **Use the Strategy**
To help you understand Shaquille O'Neal's biography, put yourself in his shoes. What kind of pressures would you feel? Notice how Shaquille faced new pressures at each stage of his life.

Shaq Measures Up

Shaquille O'Neal was born on March 6, 1972. His parents called him Shaquille, which means "little one." But by the time Shaquille was 20, he was known around the country as "Shaq" or "Shaq Attack." He had become a basketball star. His success did not come easy. All his life, Shaq worked hard to meet the high expectations of himself and others.

When Shaq was 13, a coach and his father set different goals for him. The coach, Dale Brown, saw Shaq play at a basketball clinic. He thought Shaq could go on to play professional ball.

Shaq's father had other ideas. He said, "Coach Brown, I don't mean to be rude, but I'm not all that interested about basketball." Shaq's father thought African Americans should work to be leaders, such as heads of corporations and generals.

AP/WIDE WORLD PHOTOS

SHAQUILLE O'NEAL

Shaq's father was a sergeant in the U.S. Army. The family moved from army post to army post. When Shaq caused problems, his father was strict. "I was a bad kid," Shaq once said. But his father steered his son the right way. Shaq said his dad "put it to me a lot. I have a lot of discipline now, and if it wasn't for him, I don't know where I'd be."

Check-in ▶ Think about Shaq's life so far. How would you feel if a coach and your father set different goals for you?

Because Shaq was so good in high school basketball, he was expected to be a great college player. Dale Brown, the coach for Louisiana State University, got him to play there. Shaq played well his first two years. But in his third year, he began to have trouble. He didn't score as many points. His mind did not seem to be on the game. People said he was just waiting to get out of college. They said he wanted to make money as a professional player.

How would you feel if you were a good player who stopped playing well? How would you feel if people said you were just thinking of money?

◀ **Check-in**

Shaq turned to his family for advice. Shaq's father told him he was playing "too nice." Shaq's grandmother told him to play as he used to, "yelling, dunking, hanging on the rim, and diving on the floor."

Shaq turned his game around. He finished his third year of college with an average of 24.1 points a game. He scored more each game than most other players. Shaq was ready for the NBA.

In 1992, the Orlando Magic made Shaq the number one pick in the NBA draft. They agreed to pay him $40 million for seven years. As a professional, Shaq had to play against stars like Michael Jordan and Patrick Ewing. Would Shaq be good enough?

In many games his first year, Shaq led his team in scoring, rebounding, and blocking shots. He started in the NBA All-Star Game. He was named NBA Rookie of the Year. Once again, Shaq had measured up.

▶ **Final Check-in**

Compare the pressures Shaq felt with the pressure you felt and wrote about in "Before You Read" on page 26.
How was your experience the same? How was it different?

After You Read

A. Did the Reading Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. How do you think Shaq felt:

a. during his third year in college? ______________________________

b. after his first year in the NBA? ______________________________

2. Give one example of how Shaq lived up to high expectations.

____

3. "If it wasn't for my father, I don't know where I'd be." What does Shaq mean by this?

(1) Without his dad's help, Shaq's life would be very different.

(2) Shaq's dad told Shaq he should play in the NBA.

(3) If Shaq did not have a father, Shaq would be living someplace else.

▶ Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

Do people expect too much of athletes? How did Shaq seem to handle the pressure of people's expectations?

Think About It: Find the Main Idea and Details

A **paragraph** is a group of sentences with one main idea and several supporting details. The **main idea** is the most important point. The **supporting details** explain, or support, the main idea. In this paragraph, the main idea is in heavy type:

> **All his life, Shaq has worked to meet high expectations.** He met his dad's expectations when he learned discipline. He met fans' expectations when he began playing well again in college. But that is not all. Shaq met everyone's expectations when he was named the NBA Rookie of the Year.

These details in the paragraph support the main idea:

- Shaq met his dad's expectations by learning discipline.
- Shaq met fans' expectations by playing well again.

What is a third detail that supports the main idea?

____

Did you write that Shaq met everyone's expectations by being named the NBA Rookie of the Year? Then you were right.

Picture a main idea and supporting details like this:

Main Idea

All his life, Shaq has worked to meet high expectations.

Detail	Detail	Detail
He learned discipline.	He began playing well again.	He was NBA Rookie of the Year.

Practice Read each paragraph. Write its main idea and supporting details. The first one is started for you.

1. Professional athletes may not meet fans' high expectations for many reasons. They may earn so much money that they lose their edge as athletes. They may be tempted by drugs. They may not be able to handle the pressure of playing before millions of people.

Main Idea
Professional athletes may not meet expectations for many reasons.

Detail	Detail	Detail
So much money they lose their edge		

2. Parents often have high expectations for their children. They expect their children to be honest and to follow the rules. They expect their children to get along with others. They expect their children to do their best. Sometimes parents expect their children to become what the parents wanted to be but could not be.

Main Idea

Detail	Detail	Detail	Detail

Write About It: Write a Paragraph

Sometimes we feel pressure when we try to meet expectations. Everyone handles pressure in a different way. You read how Shaquille O'Neal turned to his family for advice. Now write a paragraph about how you handle pressure.

A. Prewrite Think about things you do to handle pressure. Do you listen to music? If so, what kind? Do you talk to someone? If so, who? Fill in details in the boxes below.

Main Idea

When I feel pressure, I try to handle it.

Detail	Detail	Detail	Detail
Listening to music can help. I listen to	Talking to someone helps. I talk to	I	I also

B. Write Complete this paragraph on your own paper. Use the details you wrote in the chart.

When I feel pressure, I try to handle it. I ______________________________

____

▶ **Hold on to this work.** You may use it again at the end of this unit.

▶ **Talk About It**

Interview someone about how he or she handles pressure. If you like, write a paragraph about the answers.

Word Work: Recognizing Words

One good strategy for figuring out words you don't know when you are reading is to use context clues. If the unknown word is a long word, there are three more strategies you can use along with context clues:

- You can divide a **compound word** into its smaller words.
- You can divide words with **roots, prefixes,** and **suffixes** into those parts.
- You can divide words with two or more **syllables** into those parts.

In the Word Work lessons in the rest of this book, you will learn how to use these strategies.

▶ **Remember:** When trying to figure out an unknown word, if you say a word you don't recognize, try another pronunciation. You will probably recognize the word when you get it right. Then check your guess in the context of the reading or in a dictionary.

Dividing Compound Words

A **compound word** is a word made up of two or more words:

any|one   basket|ball   grand|mother

Tip If you are reading and come to a word that you don't recognize, see if it has smaller words in it that you do recognize.

Practice Draw a line between the smaller words in each compound word. Then write the words that make up the compound word. The first one is started for you.

1. under|stand ___under___ __________
2. afternoon __________ __________
3. classroom __________ __________
4. thumbnail __________ __________
5. everywhere __________ __________

▶ Writing Skills Mini-Lesson: **Compound Sentences**

A **compound sentence** has two or more complete thoughts joined by a connecting word like one of these: *and, but, so, or.* To write a compound sentence, follow these rules:

1. **Make each part of the sentence a *complete thought.*** Include a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is).

   S V S V
   I have a plan for my future, and **nobody will stop** me.

2. **Use the correct connecting word.**
   - *and* for related ideas
   - *but* for contrasting ideas
   - *so* for one idea that causes another
   - *or* for two choices

3. **Use a *comma* before the connecting word.**
   - I am older than the other students, **but** I don't mind.
   - My sons are now in school, **so** I have more time to study.
   - I can take a GED class, **or** I can study on my own.

Practice On your own paper, write five compound sentences about your future plans or dreams. Include a subject and verb in each part of the sentence. Use the sentence parts below or some of your own.

1. I want to get a better job, so ______________________________
2. ____________________ so I will study hard.
3. It may be difficult, but ______________________________
4. ____________________ and I will work to meet this goal.
5. I will ____________ or I will ______________________________

Unit 1 Review

Reading Review

This reading is about great expectations. Read it and then answer the questions.

High Hopes

For Maria Diaz, the day was dragging by. Maria was an aide in a law office. For the past year, she had worked hard, hoping to become office manager. She had done her job well, as she always did. She had also stayed late and had taken on extra projects. Today the new office manager would be named. Maria hoped the job would be hers.

As Maria worked, she thought about what the extra money would mean for her family. The minutes ticked by. She began to feel nervous. Then at 3:30, Maria's phone rang. It was her boss, Mr. Greeley. He asked Maria to come to his office. Maria walked in and sat down in front of the large desk. Mr. Greeley studied her for a moment. Then he spoke. "As you know, Ms. Diaz, we've been looking for a new office manager." Then he smiled and said, "I'm happy to tell you we'd like to offer you the job."

Maria smiled with pride and relief. "Thank you, Mr. Greeley. I'll do the best job I know how," she said as she stood and shook his hand. Back at her desk, Maria called her husband with the good news.

Choose the best answer for each question.

1. What is the theme of this story?
   (1) Good workers get the best jobs.
   (2) Hard work can pay off.
   (3) Time drags when you are waiting.

2. What was the climax, or turning point of the story?
  (1) Maria was thinking about earning extra money.
  (2) Mr. Greeley offered Maria the office manager's job.
  (3) Maria called her husband.

3. What events led to Maria's getting the job of office manager?
  (1) Mr. Greeley told Maria she would be made office manager at the end of a year, and she was.
  (2) Maria needed extra money for her family, so she called Mr. Greeley and asked him for a better job.
  (3) Maria set a high goal, stayed late, and took on extra projects.

Writing Process

In Unit 1, you wrote three first drafts. Choose the piece that you would like to work with more. You will revise, edit, and make a final copy of this draft.

_____ your song about your hopes for the world (page 17)
_____ your story about an experience you had (page 24)
_____ your paragraph about handling pressure (page 32)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:
Song: Does your song make your ideas and hopes for the world clear?
Story: Does the plot have rising action, climax, and falling action, in that order?
Paragraph: Does your paragraph contain supporting details that tell how you handle pressure?

Unit 2 Across Generations

Every 20 or 25 years, a new generation is born. Your parents are one generation. You belong to another generation. If you have children, they are part of a third generation.

Each generation is different from the one before it and the one after it. For example, each generation has its own

- leaders
- events
- music
- clothing and hairstyles
- inventions
- lifestyles

Yet different generations also share many things. People in each generation love and hope. They work and play. And they live and learn. Different generations can share their thoughts with and learn from each other.

Before you start Unit 2, think of the people in your life. How are the people from different generations alike? How are they different?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

Lesson 4 ▶ LEARNING GOALS

Strategy: Use your experience to understand what you read
Reading: Read a poem
Skill: Find the theme
Writing: Write a poem

Before You Read

The line of people in past generations of a family—great-grandparents, grandparents, and parents—is called a person's lineage [LIN ee ij]. In this lesson, you will read a poem called "Lineage." In the poem, Margaret Walker writes about her grandmothers. She tells how hard their lives were.

Before you read "Lineage," think about your own family and its past. What kind of life did past generations in your family have? Mark each statement **True** or **False.**

True	False	
______	______	Past generations in my family had a hard life.
______	______	Relationships between men and women were different in my family long ago.
______	______	Past generations in my family were more in touch with nature and the land than my generation is.
______	______	Past generations cared more about the family than my generation does.

Key Words Read each sentence. Do you know the underlined words?

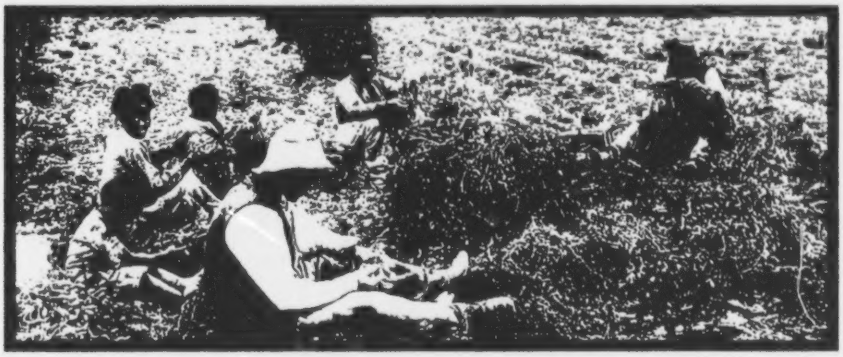
- My grandmothers' sturdiness gave them the strength to work in the fields.
- The grandmothers have many memories of the past.

Use the Strategy

In the poem "Lineage," the poet describes her grandmothers. To help you understand the poem, think about older relatives you know well. Are they like the grandmothers in the poem? How?

Lineage

Margaret Walker



CORBIS/BETTMANN

My grandmothers were strong.
They followed plows and bent to toil.
They moved through fields sowing seed.
They touched earth and grain grew.
They were full of sturdiness and singing.
My grandmothers were strong.

My grandmothers are full of memories
Smelling of soap and onions and wet clay
With veins rolling roughly over quick hands
They have many clean words to say.
My grandmothers were strong.
Why am I not as they?

Check-in

How do the grandmothers in the poem compare with your older relatives? Look at the statements you checked as True on page 38. How do those statements compare with the ideas in the poem?

After You Read

A. **Did the Poem Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Choose the underlined term you agree with. Then finish the sentence.

   My grandmothers were or were not like the grandmothers in the poem

   because ____

2. Check each word or phrase below that describes the grandmothers in the poem.

   _____ sturdy
   _____ able
   _____ lazy
   _____ quick
   _____ weak
   _____ forgetful
   _____ powerful
   _____ sickly
   _____ full of energy

3. What does the poet mean when she says, "Why am I not as they?"
   (1) She is not as strong a person as her grandmothers.
   (2) She does not think her grandmothers loved her.
   (3) She does not look like a member of the family.

▶ **Talk About It**

Discuss the questions below with a partner or small group. If you like, write a response.

How is your life easier than your grandparents' lives? How is it harder?

Think About It: Find the Theme

You have learned that most pieces of writing have a theme. A **theme** is the message about life that the writer is telling you.

To find the theme, first ask, "What is the general topic of the piece?" In the poem "Lineage," each stanza, or group of lines, starts with the words "My grandmothers." Each line talks about grandmothers. So the topic is grandmothers.

Then ask yourself, "What is the writer saying about the topic?" In "Lineage," the poet says these things:

- Her grandmothers were strong.
- They had sturdiness.
- They worked hard.
- They are full of memories and singing.

So the theme of "Lineage" is grandmothers being strong and full of memories.

Read this paragraph. Find its theme by completing the sentences that follow.

> Every generation enjoys new inventions. When my grandfather was a boy in the 1920s, the automobile was a new invention. When my father was a boy in the 1950s, television was new. The big change in my life has been the computer. I use a computer every day at work, and my kids learn from computers at school.

The topic of the paragraph is new ______________________________

The author writes that new inventions are enjoyed by every

____

The topic of the paragraph is new inventions. The author writes that new inventions are enjoyed by every generation. That is the theme.

Practice Read each passage and answer the questions.

A. Grandparents are an important link to the past. They can tell you what life was like 50 or 60 years ago. They can tell you about World War II, about swing music, and about how men and women used to meet and date. Grandchildren should ask them questions so that the past is not lost. I hope my own grandchildren will ask me about my life someday. I will tell them about the war in Bosnia, rap music, and how I met my wife.

1. What is the topic? ______________________________

2. What is the theme? ______________________________

B. Single Father

Some days I think
I cannot do this alone.

Then my child looks up at me
With large eyes and love.
Single father. Single father.
The words sound so alone.
But I am not alone. I'm with him.

3. What is the topic? ______________________________

4. What is the theme? ______________________________

Write About It: Write a Poem

The poem "Lineage" describes the poet's grandmothers. Write a poem about members of your own family.

A. Prewrite Think about your grandparents, your parents, yourself, and other members of your family. List some names that come to mind. Also note things you remember about your family members.

My grandparents ______________________________

They ______________________________

____

My parents ______________________________

They ______________________________

____

I ______________________________

I ______________________________

____

My family ______________________________

We ______________________________

____

B. Write On your own paper, write a poem called "Family." Choose your best ideas from above.

Read your poem out loud. What feelings do you have when you hear it? If you like, share it with a friend.

▶ **Hold on to this work.** You may use it again at the end of this unit.

Lesson 5

LEARNING GOALS

Strategy: Predict what you might read about
Reading: Read a journal
Skill: Draw conclusions
Writing: Write a journal entry
Word Work: Prefixes and roots

Before You Read

"A Mother's Gift" is from a journal written by a young woman named Tina. She is expecting her first baby.

In a journal, a person writes what he or she is thinking and feeling. Before you read Tina's journal, think about what she might have written in it. Check each item you expect to read about in Tina's journal.

_____ her feelings about becoming a mother
_____ her relationship with the baby's father
_____ how her body is changing

List other things you think you might read about in Tina's journal.

Key Words Read each sentence. Do you know the underlined words?

- I went to a program for people with an addiction to alcohol.
- Staying away from alcohol is the only way to be a responsible mother.
- Your father suspected that I had a drinking problem.
- He confronted me with the fact that I drank.

Use the Strategy
To help you understand Tina's journal, notice what she is writing about. See if you can predict what will happen. See if you can predict what she will write about next.

A Mother's Gift

Monday, March 3

My name is Tina. I am writing this journal as a gift for you, my baby boy. In four months, you will come into this world. Your father and I will name you David. In Hebrew, this name means "beloved one." I will write down my thoughts and experiences during the first years of your life. Someday I will give you this journal.

David, your birthplace will be Los Angeles, California. When you are born, you will come home to live with your father and me. We got married eight months ago, but we have been together three years. We know that a baby can be hard on a relationship. We will do everything we can to make it work.

Thursday, March 6

David, today I began painting your bedroom light blue. While I worked, I thought about the last year of my life. Almost one year ago, I went to a program for people who have an addiction to alcohol. Very few people know this.

Check-in What important information did Tina just reveal? What do you think she will talk about next?

I have not had a drink for 10 months. I am proud of this. It has not been easy. If I had become pregnant before I faced my addiction, I don't know what would have happened to us.

David, I believe that I will stay sober. I know that is the only way to be a responsible mother.

Monday, March 10

Today was a special day. Your father and I were at the store. We were looking at a playpen when I felt you kick for the first time. You can kick hard! I said, "Honey, I think this baby will be strong and stubborn like you." Then I added, "And thank goodness you are."

What comment did Tina just make? What do you think she will tell next?

◀ **Check-in**

I started drinking as a young teen. Your father never knew I had a problem until we moved in together. Then he suspected right away. When he confronted me, I lied. I told him to get out. I told him I hated him. No matter what I said, your father stuck with me. He is hardheaded! He made me look at my life and at myself. I was angry, but now I am thankful.

Wednesday, March 12

This afternoon, I looked through the want ads. After you are born, I want to work again. We need the money. When I go back to work, you will stay with your grandmother during the day. She is a loving, responsible woman. She can't wait to meet her first grandchild.

David, I'm starting to feel tired and clumsy. I think I'm getting bigger every day. The next few months will be hard, but I know you will be worth it. I can't wait to hold you in my arms.

▶ **Final Check-in**

Did Tina tell about the things you predicted in "Before You Read" on page 44? Did anything surprise you about her journal?

After You Read

A. **Did the Journal Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Do you believe Tina will be a caring mother? ______________________

   Give one detail from Tina's journal that explains why you think the way you do.

   ____

2. Write an example from Tina's journal of

   a. information about Tina's past

   ____

   b. Tina's hopes and feelings for the future

   ____

3. Choose the statement Tina would likely agree with.

   (1) "Face up to your problems, and then move on."

   (2) "Don't trust people to stand by you."

   (3) "You can't change the way you are."

▶ **Talk About It**

Discuss the question below with a partner or small group. If you like, write a response.

"Children are the future of the world." What does this statement mean to you?

Think About It: Draw Conclusions

You can draw a **conclusion** when you use information to decide something that you have not been told directly. For example, picture this:

- A man, a woman, and a child are walking together.
- The man and woman are holding the child's hands.
- The man and woman are wearing wedding rings.

What conclusion would you draw about how these people are related?

____

It is reasonable to conclude that these three people are a family. The information about them walking together, holding hands, and wearing wedding rings supports this conclusion.

What conclusion can you draw from the information below?

- Your 15-year-old son keeps his bedroom door shut all the time.
- You find items used by people who abuse drugs in your son's backpack.
- You ask your son about the things you found, and he does not deny owning them.

Conclusion: ____

It is reasonable to conclude that your son has a drug problem.

Practice Read each paragraph below. Then check whether you can draw each conclusion based on the information given. If you think you can, write why.

A. ▶ My name is Tina. I am writing this journal as a gift for you, my baby boy. In four months, you will come into this world. Your father and I will name you David. In Hebrew, this name means "beloved one." I will write down my thoughts and experiences during the first years of your life.

1. Tina had a test to discover what sex her baby is.
   Is this a reasonable conclusion? _____ No _____ Yes, because

   ____

2. Tina is a very young woman.
   Is this a reasonable conclusion? _____ No _____ Yes, because

   ____

B. ▶ I started drinking as a young teen. Your father never knew I had a problem until we moved in together. Then he suspected right away. When he confronted me, I lied. I told him to get out. I told him I hated him. No matter what I said, your father stuck with me. He is hardheaded! He made me look at my life and at myself.

3. Tina drank secretly when she first started going with David's father.
   Is this a reasonable conclusion? _____ No _____ Yes, because

   ____

4. Tina's husband is a strong, caring person.
   Is this a reasonable conclusion? _____ No _____ Yes, because

   ____

C. ▶ This afternoon, I looked through the want ads. After you are born, I want to work again. We need the money. When I go back to work, you will stay with your grandmother during the day. She is a loving, responsible woman. She can't wait to meet her first grandchild.

5. Tina had worked before she became pregnant.
   Is this a reasonable conclusion? _____ No _____ Yes, because

   ____

6. David's grandmother is Tina's mother.
   Is this a reasonable conclusion? _____ No _____ Yes, because

   ____

Write About It: Write a Journal Entry

Like Tina, many people keep journals to write about their thoughts and feelings. Suppose you kept a journal. Write an entry in your journal for today.

A. Prewrite Think about what you want to write about. You could write about your children or your plans to have a child. You could write about your parents or grandparents. Jot down your topic here.

____

B. Write Write your thoughts and feelings about your topic.

Today's Date: __________________

____

____

____

____

____

____

____

____

____

____

If you like, start to keep a personal journal.

▶ **Hold on to this work.** You may decide that you want to share it with others.

Word Work: Prefixes and Roots

Many longer words are made up of word parts called prefixes, roots, and suffixes. The **root** is the part that gives the basic meaning to the word. A **prefix** is a part added to the beginning of the root to give it a different meaning.

Prefix	Meaning	Example	New Meaning
anti-	against	antiwar	against war
mis-	wrongly, badly	misbehave	behave badly
pre-	before	prewriting	before writing
trans-	across	transport	carry across

Tip

When you come to a word you don't recognize, look for a prefix and a root. Read the root first. Then add the prefix to read the whole word. If you add the meaning of the prefix to the meaning of the root, you can usually figure out what the new word means.

Practice

A. Draw a line between the prefix and the root in each word below. Read the words aloud. Try to figure out the meanings of any unknown words.

1. predict
2. antifreeze
3. mistake
4. transform
5. prefix
6. antislavery
7. preview
8. translate
9. mischief
10. antibiotic
11. mislead
12. transpire

B. On separate paper, make as many words as you can from the prefixes and roots listed below. Use a dictionary if you wish.

Prefixes		Roots	
de-	re-	act	mit
in-	sub-	duce	scribe
per-	trans-	form	spect

BEST COPY AVAILABLE

Lesson 6 ▶ LEARNING GOALS

Strategy: Understand how another person feels
Reading: Read a story
Skill: Understand character
Writing: Describe a character
Word Work: Prefixes, roots, and suffixes

Before You Read

"Suspect" is a story about a father and son. The father is a police chief. Before you read "Suspect," think about the relationship between fathers and sons.

Name one thing that a father and son can do to develop a good relationship.

____

Suppose a son does something to break the law. Describe two or three ways his father might feel.

____

____

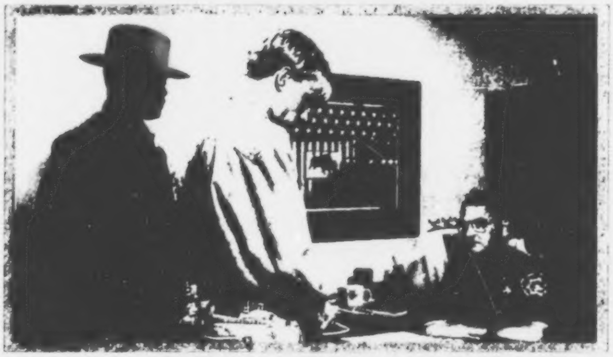
Key Words Read each sentence. Do you know the underlined words?

- The police officer arrested the man for robbery.
- Could you explain the situation that was happening in the police station?
- A man was brought in for questioning about the crime.

Use the Strategy

To help you understand the story "Suspect," try to imagine Jack Tanner's thoughts and feelings as a police chief. Imagine his thoughts and feelings as a father, too.

Suspect



Jack Tanner sat in his office on a hot summer night. Jack was chief of police in Hillwood. He came from several generations of police officers. Jack's father had been police chief before him. Jack hoped that one or more of his three sons would join the force someday.

Jack was a good police chief. He was fair. He made decisions quickly and stuck with them. Jack was a confident leader. People trusted him.

Jack was 45 years old, but he looked older. Deep wrinkles covered his face. His hair was half gray. Tonight Jack was tired. As he stood up to leave, there was a knock on his open office door. He looked up to see Officer Wade, a young rookie.

"What is it, Wade?" Wade looked nervous and unsure.

Check-in ▶ How is Jack feeling now? Do you have a positive feeling about Jack?

"Sir, Officer Martin just brought in a robbery suspect. I think you should know that—." It was too late. Jack saw why Wade was nervous. The suspect was Jack's oldest son, Brian.

The police station was quiet. Jack walked toward his son. Brian was in handcuffs. An officer stood next to him.

Jack spoke firmly. "Officer Martin, could you please tell me the situation here?"

"Yes, sir. We got a call about a robbery at a gas station. We found this suspect running from the scene. We've brought him in for questioning."

Jack looked at Brian, then back at Officer Martin. "I think you know that this is my son. Before you begin questioning, I'd like to speak with him."

How do you think Jack is feeling now? What will he say to Brian?

◀ **Check-in**

Jack led Officer Martin and Brian into his office. He could not believe what was happening. He felt numb. Jack sat down at his desk. He waited for Brian to explain. Finally, he asked, "Brian, did you do this?" Brian said nothing. He did not even look at his father.

Jack became angry, but he stayed calm. He put his hand on his son's shoulder. "Brian, you have to talk to the officers. You need to tell them the truth. I'll be here when you're done. I'll put up your bail. We'll go home and talk about this."

When Brian had left, Jack fell back into his chair. If Brian was guilty, Jack would help him. Jack had helped dozens of men and women get their life back on track after a mistake. Jack made a promise to himself. No matter what happened, he would stand by his son.

▶ **Final Check-in**

How did Jack feel by the end of the story? Look at the responses you wrote in "Before You Read" on page 52. Do you think Jack felt some of the ways you described?

After You Read

A. **Did the Story Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Match Jack's feelings with the situation.

Jack felt . . .	when . . .
a. concerned	_____ Brian did not talk or look at him.
b. numb	_____ he saw Officer Wade was nervous.
c. angry	_____ he realized Brian had been arrested.

2. Why might it be harder for Jack to have a son in trouble than it might be for another parent?
   (1) People expect a policeman's son to obey the law.
   (2) People trust Jack to be a strong leader.
   (3) Jack knows the law.

3. Which parent has a problem similar to Jack's?
   (1) a salesman whose son does not become a salesman
   (2) a teacher whose daughter is accused of cheating
   (3) a pilot whose son flies dangerous test flights

Talk About It

In your own words, tell the story of Jack and his son to a classmate or friend. Then discuss whether you think Jack handled the situation with his son well.

Think About It: Understand Character

A **character** is a person in a story. In "Suspect," the main character is Jack. Writers create characters and describe them to you. Some of the kinds of information writers use to describe characters are given below. Check the ones that helped you learn about Jack.

_____ looks
_____ job
_____ home life
_____ interests
_____ way of speaking
_____ way of acting
_____ how he treats others
_____ how others feel about him

In the story, you learn these things about Jack:

Looks: He was 45 years old, but looked older. Deep wrinkles covered his face. His hair was half gray.

Job and home life: Jack was chief of police. He came from several generations of police officers. He hoped that one of his three sons would join the force someday.

Ways of acting and treating others: Jack was good and fair. He made decisions quickly and stuck with them. He was a confident leader. He had helped people get their lives back on track.

How others feel about him: People trusted him.

From this character description, you get to know Jack. What kind of man would you infer that Jack Tanner is?
(1) a decent man who thinks family is important
(2) a vain man who likes being chief more than anything

You probably answered (1). Jack is described as "good" and "fair," so he is a decent man. He followed in his family's line of work, and he hopes one of his sons will join him. So family is probably important to him.

Practice Read each character description. Then mark the statement **True** or **False.**

A. Brian Tanner, the chief's son, sat in the back of the squad car. The officers on duty were surprised to see him there. Brian was a good student. He was a star on the high school track team. He had never caused any trouble.

Did Brian rob the gas station? The officers didn't know. But they did know that Brian looked angry and confused tonight.

True **False**

_____ _____ **1.** If Brian did rob the gas station, this action was "out of character," something you would not expect him to do.

_____ _____ **2.** Brian was a bright, hard-working young man.

B. Lou and Mike sat in the basement of Lou's house. They wondered what was happening to Brian.

"I can't believe they caught him," Lou said. "Maybe we shouldn't have left him outside the gas station."

"Are you kidding?" Mike said. "Brian is the chief's kid. They won't book him. Besides, we don't owe him anything."

"You're right," Lou said. He turned the stereo up and grabbed his drink. They listened to the music and forgot about Brian.

True **False**

_____ _____ **3.** Brian's friends are concerned and caring people.

_____ _____ **4.** Lou and Mike stand by their friends.

Write About It: Describe a Character

You have read about Jack Tanner and his son Brian. Now create a character description of Jack's wife.

A. Prewrite Choose one set of descriptions for Susan Tanner. Add one or two details of your own.

Susan Tanner 1

- is a good-natured woman of 45
- spends much of her time at home with her children
- when told that Brian had been arrested, said, "I can't believe it. I want to talk with him right away."

____

____

____

Susan Tanner 2

- is a woman whose social life means the most to her
- spends much of her time shopping and visiting with friends
- when told that Brian had been arrested, said, "I'm not surprised. I thought he had fallen in with the wrong crowd."

____

____

B. Write Copy your character description on your own paper. Add some sentences of your own that tell more about Susan Tanner.

▶ **Hold on to this work.** You may use it again at this end of this unit.

▶ **Talk About It**

Discuss the questions below with a partner or small group. If you like, write a response.

What do you think happened to Brian? Do you think either or both of his parents helped or supported him? Why or why not?

Word Work: Prefixes, Roots, and Suffixes

You studied prefixes and roots in Lesson 5. A **suffix** is a word part that is added to the end of a root. Suffixes change the meaning of the word.

brother + hood = brotherhood   wonder + ful = wonderful

Suffixes can also change how the word is spelled and used in a sentence.

I can't *decide* what job to do first. It is a hard *decision* to make.

Tip When you don't recognize a word, look for a prefix, a root, and a suffix. Read the root first. Then add the prefix and the suffix. If you add the meanings of the prefix and the suffix to the meaning of the root, you can usually figure out what the word means.

Suffix	Meaning of Suffix	Example
-able	able to, capable of	affordable
-ion	act, result, or state of	inspection
-or	one who, person who	inspector
-ous	full of, characterized by	dangerous

Practice

A. Draw lines between the prefix, root, and suffix of each word below. Read the words aloud. Try to figure out the meanings of unfamiliar words.

1. inventor
2. outrageous
3. discussion
4. dependable
5. advantageous
6. contractor
7. reaction
8. transportable

B. On separate paper, make as many words as you can from the prefixes, roots, and suffixes listed below. Use a dictionary if you wish.

Prefixes	Roots	Suffixes
ex-	port	-able
in-	press	-ion
re-	spect	

BEST COPY AVAILABLE

▶ Writing Skills Mini-Lesson: Complex Sentences

A complex sentence has two parts: an independent clause and a dependent clause. A **clause** is a group of words containing a subject and a verb. You can write a **complex sentence** using a time word like *when:*

My parents were very young when they met.

1. An independent clause is a complete thought. An independent clause could stand alone as a separate sentence.

Independent Clause: My parents were very young.

2. A dependent clause is an incomplete thought. It can start with a time word like *when, while, before,* or *after.* A dependent clause is not a complete thought, so it cannot stand alone.

Dependent Clause: when they met

3. Be sure to include a subject and a verb in each clause.

$$\text{My } \overset{S}{\textbf{parents}}\ \overset{V}{\textbf{were}} \text{ very young when } \overset{S}{\textbf{they}}\ \overset{V}{\textbf{met.}}$$

Practice On your own paper, copy and complete each complex sentence about your parents. Begin each sentence with "My mother" or "My father" or "My parents."

1. ______________________ while I was at school.

2. ______________________ when she was young.

3. ______________________ before I was born.

4. ______________________ after I was born.

5. ______________________ when I was a baby.

6. ______________________ when he was growing up.

7. ______________________ while I was growing up.

8. ______________________ after they got older.

Unit 2 Review

Reading Review

This story is about something that people in every generation face. Read it and answer the questions.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. I think we were watching you play one night. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

1. What is the theme of this story?
   (1) Divorce is bad for children.
   (2) Fathers and sons are like each other.
   (3) Marriages have always demanded hard work.

2. Gary and his father have the kind of relationship where they
   (1) talk openly
   (2) fight often
   (3) keep apart

3. Can you reasonably conclude that Gary cares about his son?
   _____ No
   _____ Yes, because ____

Writing Process

In Unit 2, you wrote two first drafts. Choose the piece that you would like to work with more. You will revise, edit, and make a final copy of this draft.

_____ your poem about family members (page 43)
_____ your character description of Susan Tanner (page 58)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:

Poem: Do your words create a clear picture of some members of your family?

Character description: Do the details you added tell more about Susan Tanner?

Unit 3 Voices for Justice

Someone who speaks out for what is right is a voice for justice. That person tries to see that justice is done and that everyone is treated fairly. In this unit, you will read about several people who have raised their voices for justice.

People who are voices for justice may become famous. Martin Luther King, Jr., and Cesar Chavez are two well-known examples. Other people have spoken out for justice, but they are not famous. Yet their work is important, too.

People who speak out for justice make the world a fairer place to live. Think about your own life. Have you met any people who have raised their voices for justice? Have you ever raised your own voice for what you believe is right?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

Lesson 7

LEARNING GOALS

Strategy: Predict what you might read about
Reading: Read a story
Skill: Identify setting
Writing: Describe a setting
Word Work: Dividing words into syllables

Before You Read

In the story "A Safe Place," a woman named Clara Ramos is working for justice. She has started a women's shelter. It is a place where women can feel safe from violent husbands or boyfriends.

Before you read this story, think about violence in the home. With a partner or small group, discuss what you know about it. Is it common? What are some causes? How can families get help?

What do you think will be in a story about a women's shelter? Check each thing you might read about.

_____ characters who need shelter from violent partners
_____ information on how to start a shelter
_____ a description of a shelter
_____ a problem between a husband and wife
_____ facts about the rate of violence in the home

Key Words Read each sentence. Do you know the underlined words?

- Women sat relaxing in the large comfortable front room of the house.
- Some children watched TV while several women talked.
- In some homes, domestic violence occurs.

BEST COPY AVAILABLE

Use the Strategy

To help you understand this story, try to predict what you will read about. Ask yourself questions, such as "What will I find out about Clara Ramos's shelter? Will Clara help someone? What will probably happen next?" Check your predictions as you read. Make new predictions, too.

A Safe Place

Clara Ramos heard a knock on the door. When she opened it, a woman was on the front step. The woman was looking over her shoulder, as if someone were following her. When she turned to face the door, Clara could see she was young and frightened.

"Welcome to Clara's House," Clara said in a strong but gentle voice. "I'm Clara. What's your name?" In a quiet voice, the young woman answered, "Jane."

Clara led Jane inside. The large front room of the house was comfortable and sunny. Several women relaxed on sofas, chatting. Some children sat on the floor, watching TV. A few of the women smiled at Jane.

"Jane," Clara said, "are you here to get away from someone who is hurting you?"

Jane brushed aside her brown hair and nodded yes. Clara could see her eye had been bruised. Suddenly Jane walked over to the front window and looked out. Then she gasped and stepped back. "I knew it!" Jane cried. "Mick is here. He followed me. I don't know what to do."

Clara said, "Jane, if you like, I'll see to it that Mick leaves. You do not have to see him."

"Yes, yes," Jane said. "Please make him go. He hasn't been drinking, so he'll probably leave."

What do you think will happen next? Will Mick leave? Will something happen to Jane or Clara?

◀ **Check-in**

When Clara returned, she said, "Jane, Mick agreed to leave for now, but he will probably come back. You must decide what you want. I'm here to help you do that."

Jane thought. Then she said, "I used to think I was lucky to have Mick. When he started beating me, I told myself his anger was my fault. Now I'm not so sure."

"Mick's anger is his own problem," Clara said. "It's not your fault. No one has the right to hurt you. You have the right to help yourself, to make choices. For one thing, you can choose to stay here. You can stay for one night—or a year."

That evening, Jane was in the front room of Clara's House. A woman approached her and said she had a phone call. It was Mick. "Baby, please come home," Jane heard Mick plead. "I won't drink anymore. I promise I won't hit you anymore."

His voice sounded so sweet to Jane.

What will Jane do? Do you think she will stay in Clara's House or go back to Mick?

◀ **Check-in**

Then Jane looked around. Posters hung on the walls of the house. They had messages, such as "Domestic Violence Is a Crime" and "You Control Your Own Life." Jane remembered the other times Mick had said, "Oh, baby, I promise." She also remembered Clara's words from that morning. "No one has the right to hurt you. You have the right to help yourself."

Jane made a decision. She would stay in Clara's House, at least for a while. She needed time to think. If Mick changed in that time, then good for him. For now, Jane cared only about changing her own life.

▶ **Final Check-in**

Look at the items you checked in "Before You Read" on page 64. Which of them were in the story? Did the other predictions you made as you were reading come true?

After You Read

A. Did the Story Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Did you predict Jane would stay at Clara's House? _____ Write one thing from the story that helped you make your prediction.

2. Clara Ramos is a voice for justice because she
   (1) greets Jane at the door of the shelter
   (2) talks to Jane about her rights
   (3) tells Mick to come back later

3. Choose the four most important events in the story from the items below. Write them on a sheet of paper. Use your list to help you tell the story to a partner.

Jane comes to Clara's House.
Some women smile at Jane.
Clara tells Jane she can choose to stay.
Mick calls Jane.
Posters hang on the wall.
Jane decides to stay.

▶ Talk About It

Discuss the questions below with a partner or small group. If you like, write a response.

Jane wonders if she should leave Mick. Is Jane's choice hard? Why or why not? What advice would you give Jane?

Think About It: Identify Setting

In a story, the time and place make up the **setting.** For example, the setting of "A Safe Place" is one day in a women's shelter.

Think about this setting. Use ideas from the story and your imagination to complete these sentences.

The front room of Clara's House is ____________________________________

____

____

It has posters on the walls that ____________________________________

____

The story tells you that the front room is large, comfortable, and sunny. It says the posters have messages about family violence and controlling your own life. You could add that there are sofas. Perhaps you imagined other details that weren't stated in the story.

The setting of a story can make you feel a certain way. For example, the front room of Clara's House seems pleasant, warm, and safe. This safe feeling helped Jane decide to stay.

To see how different settings can make you feel, imagine you are in each of these settings:

- a dark, smoky nightclub
- a candlelit dinner for two in a small restaurant
- a department store during a huge sale
- a ball park during the World Series
- a courtroom just before a jury gives its decision

Discuss your feelings with a partner or small group.

Practice Read each short paragraph. Then answer the questions about the setting.

A. Jane sat in the front room at Clara's House. Two little girls played on the floor. Jane was writing a list of her job skills. She hoped to find a job soon. On her paper, Jane wrote "fast typist," "good with numbers," and "dependable." She looked up to think a bit. The bright, cozy room made her think of how her life had changed. Then, at the bottom of the list, Jane wrote "survivor."

1. What is the setting? ______________________________

____

2. This setting feels
(1) strained
(2) pleasant
(3) dark

B. It was late on a Saturday night. The doors to the emergency room flew open. A gunshot victim was rushed in on a stretcher. He had been shot by his wife. The doctor tore open the victim's shirt. Her face was grim. She began to work quickly. Everyone in the room was quiet. They knew the man might not live.

3. What is the setting? ______________________________

____

4. This setting feels
(1) tense
(2) joyful
(3) peaceful

5. Write three details that support your choice for number 4. ______________

____

Write About It: Describe a Setting

You have read about the setting of Clara's House. Now write about a setting of your own.

A. Prewrite Think about a place where you spend a lot of your time each day. Fill in details on the lines below.

What the place is ______________________________

What you do in the place ______________________________

What the place looks like ______________________________

____

Objects in the place ______________________________

____

The feeling the place gives you ______________________________

____

B. Write Use your answers above to complete the following paragraph on your own paper. Add more details to describe the setting if you like.

I spend a lot of my time ______________ because I
______________ there. It looks ______________. Some
things in it are ______________. This place gives me a
feeling of ______________ because ______________.

Give your description to someone to read. Ask this person to describe the setting back to you. Did he or she get a good picture of the place? Why or why not?

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: Dividing Words into Syllables

A **syllable** is a word part that has one vowel sound. You can divide words with two or more syllables into those smaller parts. Here are some tips:

Tip 1 Each syllable has only one vowel sound. Divide between vowels that have separate sounds. Read these words aloud.

qui et   i de a   re al i ty   co op er ate

Tip 2 Do not divide between vowel pairs that make one sound:

A. Common long vowel pairs: *ai, ee, ea, oa*, and *oo*

main tain   free dom   eas i er   car toon

B. Other common vowel pairs: *au, oi, oy*, and *ou*

au thor   poi son   boy cott   coun cil

Tip 3 Do not divide vowel-consonant clusters: *ar, er, ir, or, ur, aw, ow, al*

par ent   A mer i can   tow el   al so

Practice Read these words aloud. Write the number of syllables you hear in front of each word. Draw lines where you divide the syllables.

_____ **1.** weary
_____ **2.** avoid
_____ **3.** greedy
_____ **4.** throat
_____ **5.** radio
_____ **6.** reason
_____ **7.** shampoo
_____ **8.** between

_____ **9.** thousand
_____ **10.** partner
_____ **11.** furnish
_____ **12.** restraint
_____ **13.** violence
_____ **14.** mountain
_____ **15.** cocoon
_____ **16.** cousin

_____ **17.** drowsy
_____ **18.** lawyer
_____ **19.** ceremony
_____ **20.** audience
_____ **21.** maintenance
_____ **22.** although
_____ **23.** coordinate
_____ **24.** experience

Lesson 8

LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read a biography
Skill: Understand the main idea and details
Writing: Write an interview
Word Work: More dividing words into syllables

Before You Read

"Voice of a People" is a biography of South African leader Nelson Mandela. You know that a biography is a piece of writing about a person's life. The prefix *bio-* means *life.* The root *graph* means *writing.*

Before you read Nelson Mandela's biography, think of what you already know about him and his country, South Africa. Check each fact you know something about.

_____ South Africa had a system called apartheid [uh PART hayt].
_____ Under apartheid, people of different races had separate housing, schools, jobs, and public transit.
_____ Blacks and other nonwhites had almost no rights.
_____ Blacks were kept very poor.

Add something else you know about South Africa. Add what you know about Nelson Mandela, too.

____

____

Key Words Read each sentence. Do you know the underlined words?

- The people began to boycott goods in protest.
- Damaging a railroad is an act of sabotage.
- After Mandela was arrested, he was imprisoned.

BEST COPY AVAILABLE

▶ **Use the Strategy**
To help you understand the biography of Nelson Mandela, think of what you already know about him and his country. See if it helps you understand new information.

Voice of a People

For many years, people of different races lived apart in South Africa. In 1948, whites made this system of apartheid the law. Blacks could not even go into white neighborhoods without passes.

Thousands of people fought to end this unjust system. Thousands also died. Nelson Mandela led the fight against apartheid. Mandela's amazing life inspired millions of people.

AP/WIDE WORLD PHOTOS

NELSON MANDELA

Check-in ▶ What do you already know about apartheid? Why would people fight and even die to end it?

A Young Leader

Nelson Mandela was born in 1918 in South Africa. His father was a tribal chief. Mandela grew up to become a lawyer. When he was 26 years old, he joined a group called the African National Congress (ANC). The ANC wanted justice for blacks. Mandela began to lead nonviolent protests to fight for justice. He called for peaceful strikes, boycotts, and marches.

Mandela's work made him famous among blacks. His name also became known to the white South African government. The police began to watch him closely. During those years, Mandela and other ANC members were often arrested and beaten.

In 1960, 69 blacks were killed by police during a protest in an area called Sharpeville. Mandela and the ANC then decided that nonviolent action was not enough. They turned to sabotage to make the government change. They began to damage public works, such as railroads and power plants. But they tried to avoid harming innocent people.

A Famous Prisoner

In 1962, the police arrested Mandela. Two years later, he was sentenced to life in prison. Mandela was 45 years old.

Mandela was imprisoned at a labor camp called Robben Island. For 10 years, he swung a pickax in a limestone quarry. But he also tried to work for change inside the prison. He tried to gain better conditions for inmates. He continued to inspire the blacks of South Africa.

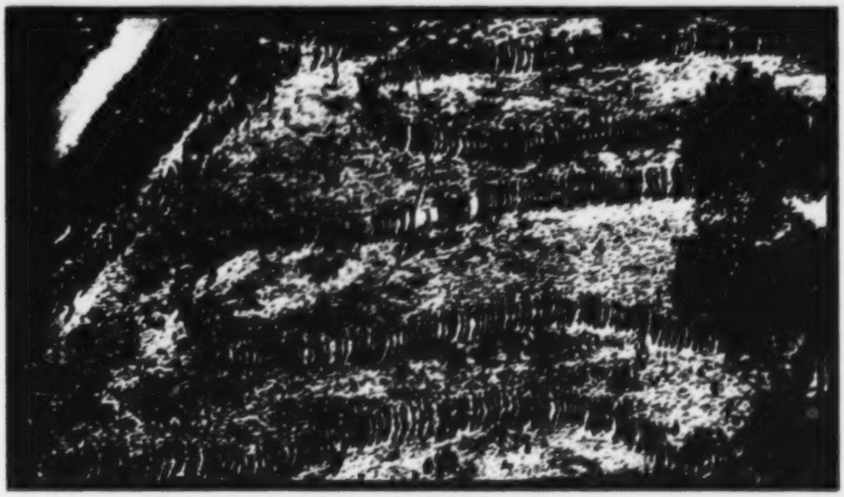
In the 1970s and 1980s, people around the world began to speak out against apartheid. Many began to boycott South African goods. By the mid-1980s, many countries stopped doing business with South Africa. The world wanted the country to change. Finally, a new president of South Africa, F. W. De Klerk, was elected. De Klerk realized that apartheid must end.

Think about what you know about Nelson Mandela, about political groups that do acts of sabotage, about boycotts, and about South Africa. Is your knowledge helping you understand this biography better?

◀ **Check-in**

In February 1990, President De Klerk released Nelson Mandela. After more than 27 years of being imprisoned, Mandela was free. He and De Klerk began working on a plan to change the government and bring more power to blacks. Soon after, apartheid also came to an end. After years of struggle and violence, a new South Africa could begin.

President of a Nation



SOUTH AFRICANS IN LINE
WAITING TO VOTE

A SOUTH AFRICAN
WOMAN VOTING

AP/WIDE WORLD PHOTOS

In May 1994, an important event happened. For the first time, South Africans of all races could vote for president. People worried that violence would break out on election day. But the voting was peaceful. And the people of South Africa elected Nelson Mandela president.

At the time, millions of blacks lived in small shacks. Most did not have running water or electric power in their homes. The average wage was less than $220 a month. As South Africa's new president, Mandela promised to work for all races. "Our message," he said, "is that the basic needs of the . . . people" must be met.

Nelson Mandela's amazing life will not be forgotten. The former prisoner who became the leader of a nation risked his life by raising his voice for justice.

Final Check-in
Did your knowledge of Nelson Mandela and South Africa help you understand his biography? What new information about Mandela did you learn?

After You Read

A. **Did the Biography Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. The biography says, "Thousands of people fought to end this unjust system." Use what you know about apartheid to explain why it was unjust.

   ____

   ____

2. Which term best describes Mandela's life?
   (1) disappointing
   (2) inspiring
   (3) carefree

3. Which of the following facts helps explain why Mandela's life could be called "amazing"?
   (1) He went from rebel to prisoner to president.
   (2) He spent 27 years in prison.
   (3) He fought apartheid with acts of sabotage.

▶ **Talk About It**

Discuss the statement below with a partner or small group. If you like, write a response.

"A child that is just born cannot be expected to run."—a saying among black South Africans after Nelson Mandela's government began its work.

Think About It: Understand the Main Idea and Details

In Lesson 3, you learned that a paragraph has a **main idea** that is the most important point, and supporting **details** that explain, or support, the main idea. Longer readings often follow a similar overall plan. They have a **title** and often are divided into parts that have **headings.** We can think of the title as expressing the main idea. The headings indicate major details that support the main idea of the whole reading. You can picture "Voice of a People" like this:

Main Idea
Nelson Mandela has been the voice of a people.

Major Detail	**Major Detail**	**Major Detail**
Mandela as a young leader	Mandela as a famous prisoner	Mandela as the president of a nation

Practice Each of these major details has supporting details of its own. Listed below are several supporting details from the reading. Write each one under the heading that it supports.

- sentenced to life in prison at 45
- led nonviolent protests for justice
- promised to work for all races
- began to sabotage
- was elected president in 1994
- worked to improve inmate conditions

A Young Leader

A Famous Prisoner

President of a Nation

Write About It: Write an Interview

How does someone write a biography? They read about the person they are writing about. If they can, they talk to that person. They ask questions. Below are some questions that biographers might ask when they interview someone. Use them to write an interview.

A. Prewrite Interview a friend or classmate by asking these questions. Take notes on the answers.

1. When and where were you born?
2. Who were your role models when you were young? Why?
3. What kind of work do you do or hope to do?
4. What are you interested in?
5. What are your goals for the future?
6. If you could change one unjust thing in the world, what would it be?

B. Write On your own paper, complete the paragraph below with the answers you got in your interview.

____________ was born in ____________ in the year
____________. When ____________ was young, his/her most
important role model was ____________ because ____________.
Today he/she ____________ and is interested in ____________.
In the future, ____________ hopes to ____________.
If ____________ could change one thing about the world,
it would be ____________.

▶ **Hold on to this work.** You may use it again at this end of this unit.

Word Work: More Dividing Words into Syllables

Here are some more tips on how to divide unfamiliar words into syllables:

Tip 1 Divide between double consonants.

dol lar   ham mer   mes sage   mir ror

Tip 2 When three consonants come together, divide between a single consonant and a consonant blend or digraph.

coun try   chil dren   mer chant   judg ment

Tip 3 Divide *before* a consonant followed by *le* at the end of a word.

dou ble   gen tle   jun gle   peo ple

Notice: the last syllable of these words is pronounced like *ul:* [bul], [tul], [gul], [pul].

Practice Read these words aloud. Write the number of syllables you hear in front of each word. Draw lines where you divide the syllables.

_____ **1.** marble
_____ **2.** surprise
_____ **3.** bubble
_____ **4.** knowledge
_____ **5.** alphabet
_____ **6.** sudden
_____ **7.** district
_____ **8.** coffee
_____ **9.** huddle
_____ **10.** friendlier
_____ **11.** hardly
_____ **12.** winner
_____ **13.** middle
_____ **14.** athletic
_____ **15.** hundred
_____ **16.** address
_____ **17.** candle
_____ **18.** pantry
_____ **19.** better
_____ **20.** pumpkin
_____ **21.** department
_____ **22.** prettier
_____ **23.** trouble
_____ **24.** flammable
_____ **25.** sprinkle
_____ **26.** setting
_____ **27.** unstable
_____ **28.** supplier
_____ **29.** laughter
_____ **30.** possible
_____ **31.** griddle
_____ **32.** transformation
_____ **33.** difference
_____ **34.** wrinkle
_____ **35.** merchandise
_____ **36.** disappear

Lesson 9

LEARNING GOALS

Strategy: Understand how a speaker feels
Reading: Read two speeches
Skill: Identify viewpoint
Writing: Write your viewpoint

Before You Read

In the 1800s, the United States fought with Native Americans. The U.S. took their land and forced them to live on reservations. These pieces of land were often hundreds of miles from their homeland.

The first reading in this lesson is a speech made by Chief Joseph during this time. Chief Joseph belonged to the Nez Perce [NEZ PERS] tribe of the Northwest. He tried to lead his people to Canada to escape being sent to a reservation. But the army stopped them 20 miles from the border. The Nez Perce were sent to a faraway reservation. Many of them died there.

Before you read Chief Joseph's speech, think of what you know about the experience of Native Americans. Then read each statement below. Check whether you agree or disagree with it.

Agree	**Disagree**	
______	______	The U.S. government treated Native Americans unfairly in the 1800s.
______	______	Native Americans should be given back some of the land that was taken from them.

Key Word Read this sentence. Do you know the underlined word?

- The people wanted to follow their own religion.

BEST COPY AVAILABLE

Use the Strategy
In this speech, a Native American leader speaks out about justice. To help you understand his view, put yourself in his shoes. Try to feel as he felt.

Let Me Be a Free Man

Chief Joseph

[Government officials] all say they are my friends, and that I shall have justice, but while their mouths all talk right I do not understand why nothing is done for my people. . . .

Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country, now overrun by white men. . . . Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves. . . . I have asked some of the great white chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself.

CORBIS/BETTMANN

CHIEF JOSEPH

Check-in
If you were Chief Joseph, how would you feel about what had happened to your people? How would you feel toward white people? Go back to the statements you agreed or disagreed with on page 80. Have you changed your mind?

After You Read

A. **Did the Speech Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. Which of the following phrases best describes how Chief Joseph feels in this speech?
   (1) scared and worried
   (2) sad and beaten down
   (3) proud and defiant

2. Chief Joseph does not understand how white people can make Native Americans
   (1) work
   (2) live in peace
   (3) stay on reservations

3. Native American children were made to go to special schools and learn English. Which words from the speech tell you that Chief Joseph thought this was unjust?

   ____

▶ **Talk About It**

Discuss the questions below with a partner or small group. If you like, write a response.

"Good words do not last long unless they amount to something." What does Chief Joseph mean by this? Does everyone have the right to the freedoms Chief Joseph lists in the last paragraph? Why or why not?

Think About It: Identify Viewpoint

Do we live in a just or an unjust society? Your answer to this question is based on your viewpoint. A **viewpoint** is a belief or an opinion about a topic.

Think about Chief Joseph's speech. What was his viewpoint about what white people say?

(1) Their words are honest and true.
(2) Their promises are worthless.

Chief Joseph says, ". . . while their mouths all talk right I do not understand why nothing is done for my people." So his viewpoint is that the promises of white people are worthless.

Now think again of your answer to the question at the top of this page. Why do you hold this view? You hold it because of:

- who you are
- what you have seen or heard or done
- what has happened to you
- what you have learned

You look at this society in a certain way because of your viewpoint. If you were someone else, you might have a different view of society.

You can understand Chief Joseph's viewpoint about white people by seeing them from his perspective:

- Who is Chief Joseph? He is a Native American leader.
- What has he seen happen to his people? They have been forced to live on a reservation. Many have died.
- What has he heard government officials tell him? They have told him they are his friends and that he will have justice.

Now answer this question yourself:

- What has been done for his people since Chief Joseph talked to the officials?

From his speech, you know that nothing has been done for his people. From that viewpoint, you can better understand why Chief Joseph views white people the way he does.

Practice Sitting Bull was the leader of the Sioux [SOO] Indians. Read the following speech for his views.

> When I was a boy, the Sioux owned the world; the sun rose and set on their land; they sent ten thousand men to battle. Where are the warriors today? Who slew them? Where are our lands? Who owns them? . . . Is it wrong for me to love my own? Is it wicked for me because my skin is red? Because I am a Sioux; because I was born where my father lived; because I would die for my people and my country?
>
> If the Great Spirit had desired me to be a white man he would have made me so in the first place. He put in your heart certain wishes and plans, in my heart he put other and different desires. Each man is good in his sight. It is not necessary for eagles to be crows.

Choose the best answer for each question.

1. In Sitting Bull's view, white people are
  (1) different from the Sioux
  (2) like eagles and crows
  (3) not good in the sight of the Great Spirit

2. Sitting Bull's viewpoint is shaped by the fact that he
  (1) desires to be a white man
  (2) belongs to the once-powerful Sioux
  (3) sent 10,000 men into battle

3. Sitting Bull's viewpoint is also shaped by the belief that
  (1) he should have been born a white man
  (2) people are intended to be different from each other
  (3) it is wrong for him to love his people

Write About It: Write Your Viewpoint

You have read the views of two Native American leaders. They were voices for justice. Now be a voice for justice yourself. Write a paragraph about your views on the need for justice.

A. Prewrite Choose a topic from the list below or one of your own.

- the treatment of Native Americans
- another group that is being treated unjustly
- a person you know or have heard about who is being treated unjustly

Answer these questions to get ideas to write about.

Who is the person or group that is being treated unjustly?

Who treats this person or group unjustly?

How is this person or group being treated unjustly?

What should be done to end the unjust treatment?

B. Write On your own paper, use your answers to write a paragraph about the need for justice.

▶ **Hold on to this work.** You may use it again at the end of this unit.

▶ Writing Skills Mini-Lesson: More on Complex Sentences

As you learned in Unit 2, a **complex sentence** has both a dependent clause and an independent clause. The dependent clause can come first or last in the sentence.

1. **If you put the dependent clause first, use a comma between the clauses. Pause at the comma when you read aloud.**
    - **When the school closed,** the parents protested.
2. **If you put the dependent clause at the end of a sentence, don't use a comma.**
    - The parents protested **when the school closed.**
3. **Besides time words like *when*, you can use words like *because, although, if,* and *since* in the dependent clause.** These words show the relationship between the two thoughts in the sentence.
    - The students did well **because** the teachers cared.
    - **Although** the school was small, it had a fine library.
    - **If** parents get involved, they can make a difference.

Practice On your own paper, combine each pair of clauses below in two ways to make complex sentences. Put the dependent clause first in one sentence and last in the other. Use capital letters, commas, and periods correctly. The first one is done as an example.

Dependent Clause	**Independent Clause**
1. since the school was small	the students all knew each other

Since the school was small, the students all knew each other.

The students all knew each other since the school was small.

2. although some parents were silent	most parents spoke out
3. because the families protested	the school reopened
4. if a school closes	the children lose
5. because they enjoyed school	the children did well
6. although it needed repairs	the school was reopened
7. if they work together	parents can get things done
8. since the parents helped	the repairs were quickly made

Unit 3 Review

Reading Review

This reading is about a person who raised his voice for justice. Read it and then answer the questions.

Defending the Poor

Luis Galvan is a public defender, a lawyer for people in trouble with the law who cannot afford to pay. The government pays him with tax money instead. Luis's job requires him to be a good lawyer. He also acts as a social worker much of the time.

Luis is a skilled lawyer. He knows the law and works for his clients every step of the way. He is there from the first hearing through the trial. If his client is found guilty, Luis handles the appeal.

Because Luis has so much to do, he spends long hours at his work. He often spends all morning and part of the afternoon in court with clients. The rest of the day, he visits clients in jail and writes legal papers. But the legal work is not all that keeps Luis busy.

Luis also helps many of his clients get into drug programs, job-training programs, or get other help they need. Why does he do these extra things? Luis says, "The payoff comes when people call you years later and tell you how well they're doing."

We need more public defenders like Luis Galvan.

1. What is the main idea of this reading?
   (1) A public defender is paid with tax money.
   (2) Luis Galvan does his job of public defender well.
   (3) Luis Galvan is in court all morning.

2. Check the three details that support the main idea.
   _____ is a good lawyer
   _____ gets tax money
   _____ works long hours
   _____ ignores his clients
   _____ is poor
   _____ acts as a social worker

3. Mark this statement **True** or **False.**

   True **False**

   _____ _____ The writer thinks public defenders are a waste of tax money.

Writing Process

In Unit 3, you wrote three first drafts. Choose the piece that you would like to work with more. You will revise, edit, and make a final copy of this draft.

_____ your description of a familiar setting (page 70)
_____ your biographical interview (page 78)
_____ your paragraph about the need for justice (page 85)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:
Setting description: Do your details give a clear picture of this place?
Interview: Did you include the important information from the interview?
Paragraph: Do you make clear how this person or group is being treated unjustly?

Unit 4 Express Yourself

When you see a movie or TV show you like, what do you do? You probably tell someone what you think about it. When you feel angry or happy or sad about something, what do you do? You may want to tell someone how you feel. In both cases, you express yourself.

Some people express themselves with words by speaking or writing about their thoughts and feelings. Some people express themselves through art or music. People even express themselves through the clothes they wear.

In Unit 4, different people express themselves by writing about their thoughts and feelings. You will read a reviewer's opinion of a TV show, a soldier's ideas about war, and a woman's feelings about being separated from someone she loves. Before you start the unit, think of your own thoughts and feelings. What moves you strongly enough to want to express yourself?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

Lesson 10 ▶ LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read a review
Skill: Identify viewpoint
Writing: Write a review
Word Work: Review of dividing words into syllables

Before You Read

"Marian Anderson: A Tribute" is a review of a TV show. A tribute honors a person. Marian Anderson was an African American who became one of the world's leading concert singers.

"Marian Anderson: A Tribute" is a newspaper review. Do you ever read reviews of shows in a newspaper or a TV guide? Check each kind of information that a review of a TV show would probably give.

_____ what day the show is on
_____ what time the show is on
_____ what the show is about
_____ who stars in the show
_____ the reviewer's opinion of the show
_____ how much the show cost to make

Key Words Read each sentence. Do you know the underlined words?

- Anderson became a symbol, a person who stands for an idea.
- A documentary film about the life of Marian Anderson was on TV.
- Anderson had dignity, self-respect, and a marvelous voice.

Use the Strategy
To understand this review better, notice what information it gives. Is it the same type of information you have seen in other reviews?

Marian Anderson: A Tribute

AP/WIDE WORLD PHOTOS

MARIAN ANDERSON

On Easter Sunday in 1939, Marian Anderson sang at the Lincoln Memorial in Washington, D.C. On that cold spring day, 75,000 people came outdoors to hear her. Anderson sang religious songs, such as "Gospel Train." She sang patriotic songs, such as "America." On that day, Anderson gave a wonderful concert. She also became a symbol of the civil rights movement in the U.S.

Tonight at 8:00 P.M., a TV documentary brings Anderson's story and her marvelous voice into our homes. "Marian Anderson: A Tribute" is in three parts. Each part covers a period in Anderson's life.

Check-in ▶ What information has the review just given you? What do you think the reviewer will talk about next?

Part 1 tells how Anderson grew up in Philadelphia. Her family was poor. There was no money for music lessons. Anderson once recalled, "I made up my own music. It was all in my head, but that was enough." Part 1 helps us see Anderson as a real person. We are touched by her strength and dignity.

Part 2 tells how Anderson began her career. Like many singers at that time, she studied and performed in Europe. There she won praise, awards, and thousands of fans. There was even "Marian Fever" in Sweden. I did not know this about Anderson, and I am a big fan of hers. Several recordings from this period display the power and beauty of her voice.

Part 3 is by far the longest. It tells how Anderson became a symbol for civil rights. Anderson had become a famous concert singer. But a group called the Daughters of the American Revolution (DAR) would not let her sing in their Washington, D.C., concert hall. What was their reason? She was African American. Eleanor Roosevelt, wife of President Franklin Roosevelt, stepped in to help. Mrs. Roosevelt used her power as First Lady. She set up a free outdoor concert for Anderson at the Lincoln Memorial.

The documentary may stress the Lincoln Memorial concert too much. There is little time left to complete Anderson's story. For instance, viewers do not learn that she was a U.S. delegate to the United Nations. And they do not hear that she won the U.N. Peace Prize in 1977.

Still "Marian Anderson: A Tribute" is an important documentary to watch. It is a powerful story about civil rights. It is a moving story about one woman's great talent and dignity. The music is marvelous. It is not to be missed.

Final Check-in
Think about the information the review gave. Was it the information you checked in "Before You Read" on page 90? Was this review like other reviews you have read?

After You Read

A. **Did the Review Make Sense?** Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. **Build Your Vocabulary** Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. **Answer These Questions**

1. List two things you read in the review that you expected to read about.

____

____

Mark these statements **True** or **False.**

True **False**

_____ _____ 2. The documentary showed that Marian Anderson became a famous singer because of her family and background.

_____ _____ 3. The reviewer would probably agree that this documentary is interesting mainly to singers and musicians.

▶ Talk About It

Discuss the question below with a partner or small group. If you like, write a response.

Based on the review, how did each of these people express herself?

- the reviewer
- Marian Anderson
- Eleanor Roosevelt

Think About It: Identify Viewpoint

As you learned in Lesson 9, a **viewpoint** is a belief or an opinion based on a person's life experiences. For example, when you watch a TV show, your viewpoint will determine whether or not you like the show.

The reviewer of "Marian Anderson: A Tribute" thought the show was good. Her review was positive. She had more good things to say about the show than bad:

Things the Reviewer Liked	Things the Reviewer Didn't Like
• shows Anderson as a real person, with dignity	• spent too much time on concert
• tells reviewer something she did not already know	• did not complete Anderson's story
• important documentary	
• powerful and moving story	
• ____________________	

Find one more positive thing the reviewer said about the show in the last paragraph. Write it in the chart.

Did you write "the music is marvelous" in the chart?

The reviewer wrote from the viewpoint many reviewers use. She looked for both good and bad points. She wanted to let readers know if she thought they should watch the show.

The reviewer also wrote from the viewpoint of someone who likes Marian Anderson. Which line in the review helps you see that?

____

____

Did you see that "I am a big fan of hers" helps tell the reviewer's viewpoint?

Practice Read these reviews from a panel of people who watched "Marian Anderson: A Tribute." Then answer the questions about their opinions and viewpoints.

Michael Keller, 35, music teacher: "Anyone who loves music would have loved this show. I think the best moments were clips of Anderson singing. Hearing her voice is a wonderful experience."

Hector Diaz, 16, student: "The show was excellent. We're learning about the civil rights movement in school right now. This show gave me a close-up view of what happened to an important person. I was impressed."

Jody Jones, 24, computer programmer: "I didn't think the show was very good. I don't really like that kind of music. I guess the civil rights part was interesting, but not enough to make me enjoy watching the show."

1. a. Is Mr. Keller's view of the show mainly positive or negative? ______________
Underline two ideas in the review that explain your answer.

b. Does anything about Mr. Keller help explain his viewpoint? ______________

If yes, what? ____

2. a. Is Mr. Diaz's view of the show mainly positive or negative? ______________
Underline two ideas in the review that explain your answer.

b. Does anything about Mr. Diaz help explain his viewpoint? ______________

If yes, what? ____

3. a. Is Ms. Jones's view of the show mainly positive or negative? ______________
Underline two ideas in the review that explain your answer.

b. Does anything about Ms. Jones help explain her viewpoint? ______________

If yes, what? ____

BEST COPY AVAILABLE

Write About It: Write a Review

The reviewer of "Marian Anderson: A Tribute" had both good and bad things to say about the show. Now write a review of something you have seen or read. It could be a TV show, a movie, or a reading from this book.

A. **Prewrite** Think about what you liked and what you did not like. Fill in this chart.

A Review of ______________________________

by ______________________________

Things I Liked

____

____

____

____

____

____

Things I Didn't Like

____

____

____

____

____

____

B. **Write** Use your chart to write a short review on your own paper.

▶ **Hold on to this work.** You may use it again at the end of this unit.

Word Work: Review of Dividing Words into Syllables

Here are tips you have learned for dividing unfamiliar words into syllables:

Tips

1. Divide between vowels that have separate sounds: **i de a** **qui et**
2. Do not divide between vowel pairs that make one sound:
   a. Long vowel pairs: **eas i er** **mov ie**
   b. Other vowel pairs: **poi son** **coun cil**
3. Do not divide vowel-consonant clusters: **par ent** **tow el**
4. Divide between double consonants: **dol lar**
5. Divide between a consonant and a blend or digraph: **mer chant**
6. Divide before a consonant plus *le* at the end of a word: **cou ple**

▶ **Remember:** There are exceptions to all these tips. If you say a word you don't recognize the first time you try, try another pronunciation. Keep trying until you hear a word you recognize. Then check it against the context of the reading or in a dictionary.

Practice Read these words aloud. Write the number of syllables you hear in front of each word. Draw lines where you divide the syllables in each word.

_____ **1.** comment

_____ **2.** speechless

_____ **3.** measles

_____ **4.** area

_____ **5.** prowler

_____ **6.** assault

_____ **7.** radio

_____ **8.** poison

_____ **9.** southern

_____ **10.** caution

_____ **11.** complaint

_____ **12.** surgery

_____ **13.** loosen

_____ **14.** awkward

_____ **15.** swallow

_____ **16.** purple

_____ **17.** trouble

_____ **18.** although

_____ **19.** athlete

_____ **20.** Styrofoam

_____ **21.** gymnasium

_____ **22.** acceptable

_____ **23.** disappointment

_____ **24.** Philadelphia

BEST COPY AVAILABLE

Lesson 11 ▶ LEARNING GOALS

Strategy: Predict what you might read about
Reading: Read a story
Skill: Understand character, setting, and plot
Writing: Write a story
Word Work: Summary of strategies for recognizing words

Before You Read

In "A Soldier's Story," a young man tells about being in the 1991 Persian Gulf War. The U.S. fought this war because the country of Iraq invaded its neighbor Kuwait. The U.S. wanted to force Iraq to withdraw from Kuwait. It also wanted to protect its supply of oil from Kuwait.

Before you read "A Soldier's Story," predict what a person writing about this war might describe. Check each thing you think you might read about.

_____ how it feels to go to war
_____ what it's like to fight
_____ how it feels to be near death
_____ what it's like to go home

List something else the soldier might tell about, or something you hope to read about.

____

Key Words Read each sentence. Do you know the underlined words?

- Negotiation is better than war for solving problems.
- The protective suits would save the soldiers from a chemical attack.
- The only communication allowed was by hand signals.
- The sergeant heard a loud explosion.

BEST COPY AVAILABLE

▶ **Use the Strategy**
To help you understand "A Soldier's Story," keep guessing about what might happen next. Predict how the main character will act or feel.

A Soldier's Story

My name is Al Cruz. In 1991, I served my country in the Persian Gulf War. The United States went to the Persian Gulf for two reasons: to free Kuwait from Iraq and to protect our oil supply. The Gulf War lasted only 43 days, but it changed my beliefs forever. Before I fought in the Gulf, I believed that war was the only way to solve world problems. Now I believe the way to solve problems is through negotiation and compromise. This is what happened to change my mind.

It all started for me Saturday, February 23, at 20:00 army time. That was zero hour. If the Iraqis did not leave Kuwait by that time, we would begin a ground assault. The Iraqis didn't pull out. At 8:00 P.M. we began to move in.

The Iraqi soldiers had built walls of sand to fight behind. Our job as tank crewmen was to break through. Our tanks would cut wide openings in the sand walls. We wore protective suits and had gas masks in case of a chemical attack.

That night the desert was rainy and cold. The tanks moved through the darkness in long, narrow lines. We kept radio silence so the Iraqi soldiers would not detect us. Hand signals were our only communication.

My heart raced. After weeks of training and waiting, I was finally going into battle. I was on the front line. For the first time, my life was in danger.

Check-in ▶ What do you think will happen next?

Suddenly we heard an explosion. Then came two more quick blasts much closer to us. Then nothing. Inside the tank we stared at each other. Because of the radio blackout, we couldn't find out what had happened.

As our tank rolled on, our thoughts were all the same: Had one of our tanks been hit? Had people been killed? Were we going to be next?

Finally the message "mission accomplished" came over the radio. We returned to base. As I climbed out of the tank, I saw Sergeant Miles waiting. He broke the news. We had lost two tanks. The crewmen were dead. One of the men killed was Eddie, my best friend.

How do you think this news makes Al feel? How will he react?

◀ **Check-in**

When I heard the news, I leaned against a wall. A hundred thoughts went through my mind. Eddie and I had grown up together. We played basketball. Eddie had a wife and a baby. I had lost my best friend. Eddie was gone. He was the one person I could talk to about anything. I sat on the ground and cried. I hadn't cried for a long time.

Losing Eddie has helped me focus on what's important. Before the war, I didn't really value things like my kid's birthday or just hanging out with a friend. Now, I appreciate them more.

My buddies who didn't go to the Gulf give me a hard time when I talk like this. They say I've lost my edge. But they weren't there. They just don't know.

▶ **Final Check-in**

Did Al tell about the things you expected him to? Did any event surprise you? If so, what was it?

After You Read

A. Did the Story Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. List the predictions you made in "Before You Read" on page 98 that were included in the story.

____

____

____

2. Who is the soldier in the title "A Soldier's Story"?

(1) Al Cruz
(2) Eddie
(3) Sergeant Miles

3. One effect of Eddie's death is that

(1) the tank crew's mission was accomplished
(2) Al Cruz decided what he thought about war
(3) two tanks were lost

▶ **Talk About It**

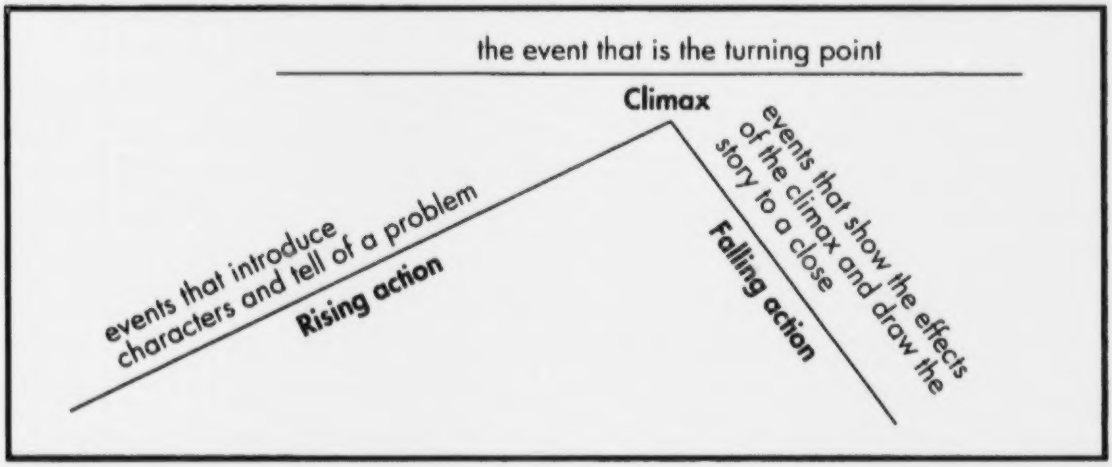
Discuss the questions below with a partner or small group. If you like, write a response.

Al expressed his feelings by writing this story. Do you think it helped him? In what ways?

Think About It: Understand Character, Setting, and Plot

You have learned that most stories have characters, a setting, and a plot.

- The **characters** are the people in the story. You learn about characters by reading and inferring about them.
- The **setting** is where and when the story takes place. The setting of a story can make you feel a certain way.
- The **plot** is the plan of action or series of events in a story. Most plots have three parts:


the event that is the turning point
Climax
events that introduce characters and tell of a problem
Rising action
events that show the effects of the climax and draw the story to a close
Falling action

Practice Answer these questions about "A Soldier's Story."

1. Name the characters in "A Soldier's Story." Write the main character first.

____________________ ____________________ ____________________

2. Check each term that helps describe Al Cruz.

_____ cared for Eddie
_____ cowardly in battle
_____ changed his feelings
_____ cruel to others
_____ lost his best friend
_____ values things more

3. Write one or two sentences to describe how you imagine Al Cruz looks.

____

____

4. Write about the setting.

a. Where the story takes place ____

b. When the story starts ____

5. Check each term that helps describe the setting.

_____ desert _____ cold _____ night _____ peace _____ tense
_____ rainy _____ hot _____ day _____ war _____ calm

6. Think about the plot in "A Soldier's Story." On the lines below, write "rising action," "climax," or "falling action" by each part of this story.

a. Al and the rest of the tank crew move through the desert night. They hear explosions. They wonder what happened and if they will be next.

This is the ____

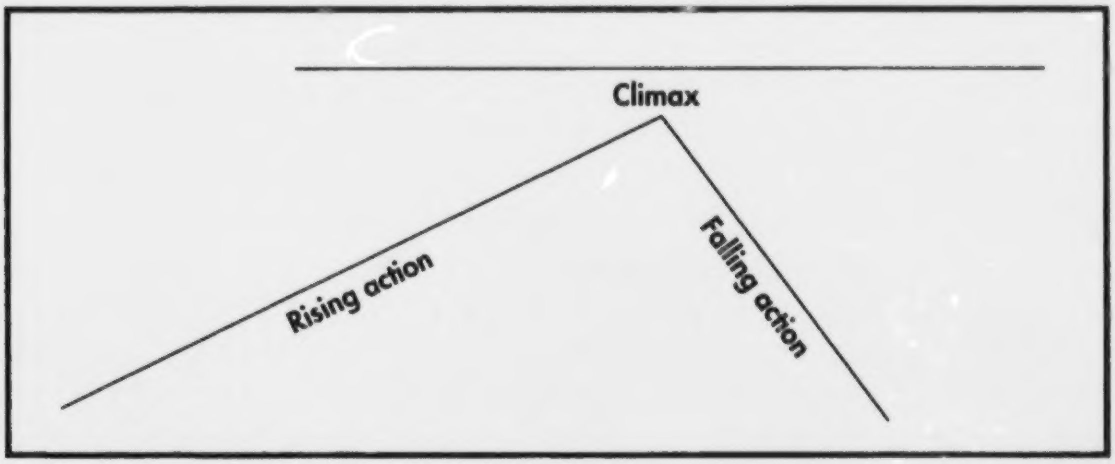
b. Al changes his mind about what he values.

This is the ____

c. Al is told that Eddie is dead. Al mourns.

This is the ____

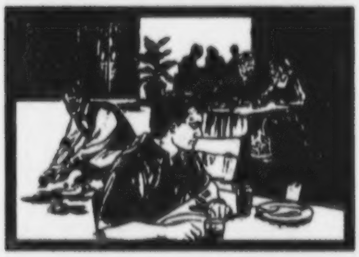
Now complete a plot map for "A Soldier's Story."

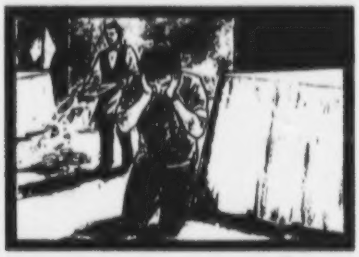


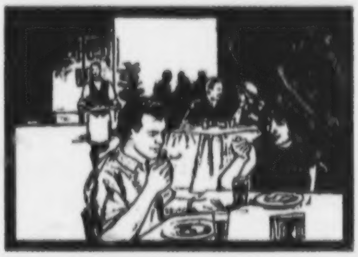
Write About It: Write a Story

The war is over, and Al is back home. Write a story about what happens to him.

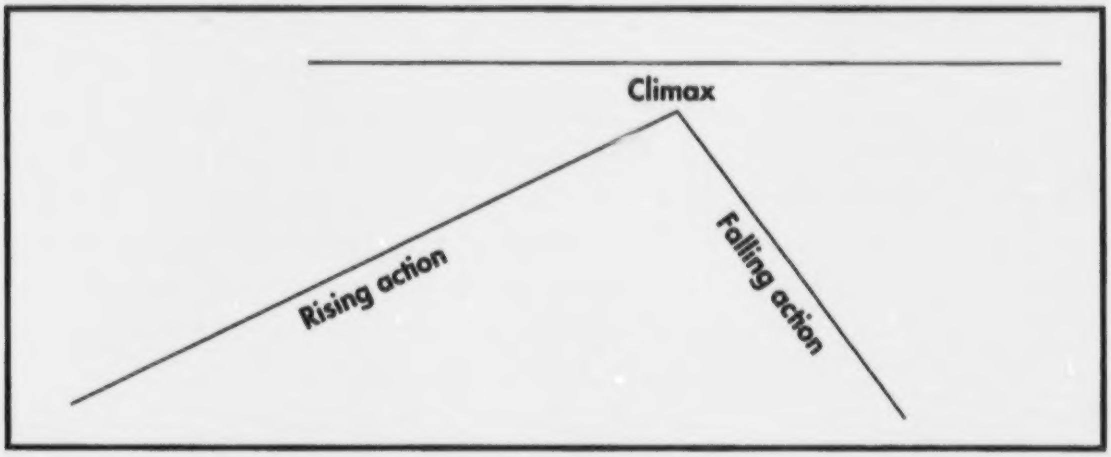
A. Prewrite Look at the pictures below of Al and his wife.
Decide which shows
(1) the rising action,
(2) the climax, and
(3) the falling action.
Number them.







Now fill in the plot map. Describe briefly what happens in each picture.



B. Write On another sheet of paper, write a story based on your plot map.

Read your story aloud. Then ask a classmate or friend to read his or her story out loud. How alike are the stories?

▶ **Hold on to this work.** You may use it again at this end of this unit.

Word Work: Summary of Strategies for Recognizing Words

You have learned about several strategies for recognizing unfamiliar words in your reading. They include:

- using context clues
- dividing long words into these smaller parts:
    - **a.** the smaller whole words in a compound word
    - **b.** prefixes, roots, and suffixes
    - **c.** syllables

When you are reading, you can combine the word division strategies with context clues to help you read with meaning.

Practice Read these words aloud. Draw lines where you divide the words. By each word, write the letter or letters of the strategies above that you used to divide the words. If you are unsure of the pronunciation or the meaning, look the word up in a dictionary.

_____ **1.** themselves

_____ **2.** confusion

_____ **3.** lineage

_____ **4.** election

_____ **5.** relative

_____ **6.** mistakenly

_____ **7.** grandchildren

_____ **8.** expression

_____ **9.** offensive

_____ **10.** separation

_____ **11.** professional

_____ **12.** emergency

_____ **13.** girlfriend

_____ **14.** explosive

_____ **15.** breakthrough

_____ **16.** newspaper

_____ **17.** predictable

_____ **18.** protection

_____ **19.** authority

_____ **20.** courtroom

_____ **21.** expectations

_____ **22.** pronunciation

_____ **23.** assurance

_____ **24.** communication

_____ **25.** accomplishment

_____ **26.** qualification

_____ **27.** amazement

_____ **28.** hardheaded

_____ **29.** confidentially

_____ **30.** dependability

▶ **Remember:** When you see an unfamiliar word, try to pronounce it. If you don't recognize it, say it another way. Keep trying until you hear a familiar word.

Lesson 12 ▶

LEARNING GOALS

Strategy: Use your experience to understand what you read
Reading: Read a poem
Skill: Make inferences
Writing: Write a letter

Before You Read

The poem "Arthur" was written by Susan Anderson. Susan wrote this poem in prison. In the poem, she expresses her feelings about being apart from someone she loves.

Have you ever been apart from someone you loved? Do you know someone who has? Think about people who are apart from their loved ones. Mark whether you believe each statement is **True** or **False.**

True	**False**	When people are separated from someone they love, they
_____	_____	feel content and calm
_____	_____	think about their happy memories with the other person
_____	_____	try to forget the person
_____	_____	feel alone and sad

Key Words Read each sentence. Do you know the underlined words?

- Familiar things feel safe and comfortable.
- The absence of a loved one can haunt a person.
- The meat of a deer is called venison.

Use the Strategy

To help you understand the poem "Arthur," think about the poet's feelings. Think about your own experiences. Have you ever missed someone? Did you have any of the same feelings as the poet?

Arthur

Susan Anderson

Familiar things haunt me,
With their absence from my life.

Grey blue eyes reach out to me.
Holding the promise of pain,
At my leaving.

So long now to wait
For the assurance of your touch.
Protected from the world,
In your strong safe embrace.

Only your voice on a cold plastic phone.
Through bullet proof glass,
Trying to memorize your face,
Until next week

Dreaming of passion I could be enjoying.
Thinking of that big walleye I got this spring,
And damning myself because there won't
Be any others this year
And no venison in the freezer.

Check-in

As you read the poem, did you think about your own experiences of separation? How did they compare with the poet's?

After You Read

A. Did the Poem Make Sense? Reread sections you marked with a question mark (?). Do they make sense now? If not, discuss them with a partner or your instructor.

B. Build Your Vocabulary Look at the words you underlined. Can you figure them out now? If not, find out what they are. Add them to your word bank.

C. Answer These Questions

1. Mark these statements **True** or **False.** Compare your answers with the statements you marked on page 106.

True	**False**	The poet
_____	_____	**a.** feels content and calm
_____	_____	**b.** thinks about her happy memories with Arthur
_____	_____	**c.** is trying to forget Arthur
_____	_____	**d.** feels alone and sad

2. What do you think the theme of this poem is?
   (1) being protected from the world
   (2) being haunted by familiar things
   (3) the pain and loneliness of separation from someone you love

3. Which lines help you understand the theme?

____

____

____

▶ **Talk About It**

Discuss the questions below with a partner or small group. If you like, write a response.

Does the poet do a good job telling about her life and her feelings? Why or why not?

Think About It: Make Inferences

You can **infer** facts and ideas when you read. When you make inferences, you use clues to figure out something that isn't actually stated. For instance, the poet never tells us that the "you" in the poem is Arthur. We infer that from the title. What inference can you make from these lines?

▶ Familiar things haunt me,
With their absence from my life.

You would probably infer that the poet is in an unfamiliar place and misses familiar things.

Now reread these lines from "Arthur."

▶ Only your voice on a cold plastic phone.
Through bullet proof glass,
Trying to memorize your face,
Until next week

Where are the poet and Arthur in this passage?

You probably wrote, "They are in the visiting room of a prison." You can infer this because they are speaking over a phone through bulletproof glass.

Based on the poem, how often can the poet and Arthur see each other?

You probably wrote "every week" or "once a week." You can infer this because the poet says she is trying to memorize Arthur's face "Until next week."

Practice Read these lines from "Arthur." Then check which inferences can be based on them.

A. ▶ Grey blue eyes reach out to me.
Holding the promise of pain,
At my leaving.

Yes	**No**	You can infer that
______	______	**1.** Arthur has grey blue eyes.
______	______	**2.** Arthur feels as deeply for the poet as she does for him.

B. ▶ So long now to wait
For the assurance of your touch.
Protected from the world,
In your strong safe embrace.

Yes	**No**	You can infer that
______	______	**3.** The poet will get out of prison very soon.
______	______	**4.** Arthur is a tall, heavy-set man.
______	______	**5.** Arthur made the poet feel safe.

C. ▶ Thinking of that big walleye I got this spring,
And damning myself because there won't
Be any others this year
And no venison in the freezer.

Yes	**No**	You can infer that
______	______	**6.** The poet enjoyed fishing and hunting.
______	______	**7.** The poet feels guilty for not being able to provide food for Arthur.

Write About It: Write a Letter

The poet of "Arthur" feels alone and sad. Suppose a friend of yours feels that way, and you want to help. Write a letter to your friend with some advice.

A. Prewrite Think of what advice you would give your friend. Write down a few ideas below. Share ideas with a partner. Write down some of your partner's ideas. Then choose the best ideas.

B. Write On your own paper, complete the letter below with the ideas and advice you would give your lonely friend.

Dear ______________,

It is never easy to be apart from someone you love. Two things that might help you get through this time are ______________________________

____ and

____

Think of people you can lean on, such as ______________________________

____

You might also ____

____

____

______________________________ I hope you will soon feel better.

Sincerely,

____

(your name)

▶ **Hold on to this work.** You may use it again at the end of this unit.

▶ Writing Skills Mini-Lesson: Fixing Sentence Fragments

A **sentence fragment** is an **incomplete thought.** It is important to write complete sentences, not sentence fragments. These are all sentence fragments:

- Can be fun to watch.
- Because sad movies make me cry.
- If my child asked to see a horror film.

If you find a fragment in your writing, you can fix it in two ways:

1. **You can fix some fragments by adding a subject or verb and other words to complete the thought.**
   - **Videos** can be fun to watch.
2. **If a fragment is a dependent clause standing alone, connect it to an independent clause.**
   - **I won't see that movie** because sad movies make me cry.
   - If my child asked to see a horror film, **I would say no.**

Practice On your own paper, rewrite each fragment as a complete sentence. Express your opinions about talk shows on TV.

1. I think TV talk shows.

   I think TV talk shows are a waste of time.

   I think TV talk shows are great.
2. I think talk-show hosts.
3. The guests often talk about.
4. When I watch a talk show.
5. I would like to see.
6. If I had the chance to be on a talk show.

Unit 4 Review

Reading Review

This reading is about expressing yourself. Read it and then answer the questions.

A Letter to the Editor

I have just learned that the public library will be forced to cut back on its hours due to funding cuts in next year's town budget. I've heard they may be cutting Saturday hours for one thing. This will be a real hardship for people like me.

I work full-time and am taking college courses at night. The only time I have to go to the library is Saturdays. If the library is closed on Saturdays, I don't know what I'll do. And what about people who like to take their children to the library on Saturdays? They will surely miss that.

The library is a vital community resource. As I understand it, if the funding is kept at current levels, about $12.50 would be added to the average homeowner's tax bill for next year. Isn't the library worth that?

I urge everyone who uses the library to contact their town council representative and ask that full funding for the library be restored to the budget.

Jo Ann Baker

1. What is the writer's main viewpoint?
   (1) The funding for the public library should not be cut.
   (2) The town should stop funding the public library.
   (3) Everybody uses the public library.

2. Does anything about the writer help explain her viewpoint? ________________

   If yes, what? ____

3. Can you infer these ideas from the letter?

Yes	No	
_____	_____	**a.** The writer isn't doing well in college.
_____	_____	**b.** The writer doesn't have a lot of free time.

Writing Process

In Unit 4, you wrote three first drafts. Choose the piece that you would like to work with more. You will revise, edit, and make a final copy of this draft.

_____ your review of something you have seen or read (page 96)
_____ your story about what happens to Al Cruz (page 104)
_____ your letter to a friend who is lonely (page 111)

Find the first draft you chose. Then turn to page 128 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:
Review: Did you include both good and bad points?
Story: Did you follow the plot sequence: rising action, climax, falling action?
Letter: Have you included clear details on what someone who is alone and sad might do?

▶ Skills Review

This Skills Review will let you see how well you can use the skills taught in this book. When you have completed Units 1–4, do this review. Then share your work with your instructor.

Reading Skills Review

Read each passage and answer the questions that follow.

Grandma Moses

Age should not limit a person. That statement was proved by a woman called Grandma Moses. Grandma Moses was born Anna Mary Robertson in New York State in 1860. When Anna was 27, she married Thomas Salmon Moses. Anna spent much of her life on farms in northern New York. She was a hardworking farm wife. When she had a little time to relax, she did needlework.

When Anna was in her 70s, a joint disease made it difficult for her to hold sewing needles. But Anna discovered that she could still hold paintbrushes. She had never had an art lesson in her life, but she began to paint. Anna painted simple but lively and brightly colored pictures of life in the country. Her paintings were inspired by memories of her youth.

An art collector discovered Anna's paintings in the 1930s. Art reviewers began to praise her work. They called it fresh and new and charming. Because of Anna's age, people started calling her Grandma Moses. Grandma Moses painted for more than 20 years. She died when she was 101. But she proved that you are never too old to find new ways to express yourself.

Choose the best answer for each question.

1. What is the main idea of this short biography?
   (1) Grandma Moses's real name was Anna Mary Robertson.
   (2) A joint disease made Grandma Moses give up needlework.
   (3) Grandma Moses proved you are never too old to start something new.

2. Which of the following details supports the main idea?
   (1) Grandma Moses was born Anna Mary Robertson.
   (2) Grandma Moses started painting after she was 70.
   (3) Grandma Moses lived past 100.

3. Which of the following can you infer about Grandma Moses' paintings?
   (1) They were unlike most paintings done at the time.
   (2) They were praised only because she was old.
   (3) They showed how hard life was in the country.

The New Shop

Marcus was sitting alone in the new shop. He looked out at the busy street. Why wasn't anybody coming in? Marcus remembered how excited he and his friends were when they first got the idea for the shop. James, Les, and he were trying to earn money. It was James who first thought about a sandwich shop and bakery.

"Les, you're a great cook, and your wife is the best baker I know. This neighborhood needs a place to buy good, quick food. The factory has reopened. The workers want a decent place to buy lunch. Many would probably stop for breakfast, too."

So James had thought of the idea, and his uncle had lent him some money to start the business. Les and his wife were the cook and baker. Marcus's job was to sell the food. But he hadn't been able to do that.

Marcus kept watching the people pass by. Not one noticed the "Grand Opening" signs in the window. Then he saw some boys playing on the corner. Suddenly Marcus got an idea. If people would not come to their food, he would bring the food to the people.

"Hey, kids, come here for a minute," he called to two boys. Marcus promised the boys all they could eat. But they had to eat their sandwiches and baked goods on the corner. And they had to talk loudly about how good the food was and where it came from.

Marcus's idea worked. Within half an hour, the shop had its first customer. Within a week, the friends' dream of owning their own shop began to come true.

Choose the best answer for each question.

4. What is Marcus's problem in this story?
(1) getting people to come into a shop
(2) getting the factory to reopen
(3) keeping boys away from his shop

5. Which term best describes Marcus?
(1) lazy
(2) clever
(3) unsure

6. The setting of this story is a shop in
(1) the country
(2) a factory
(3) a city neighborhood

Writing Skills Review

Edit the paragraph. Correct any mistakes you find in compound and complex sentences. Fix sentence fragments. Use commas correctly.

Alderman Ramon Mendez is known as a man who gets the job done. Mendez represents. A largely Latino neighborhood. Before Mendez was elected four years ago this neighborhood got poor service from the city. Garbage pickup was not steady and potholes pitted the streets. Police patrols were few and far between. However, Mendez changed that. He began to speak up, as soon as he became alderman. He said that his neighborhood had waited too long. It was time for the city. To give equal service to all areas. Now services have improved greatly. Although there are still some problems. The neighborhood is cleaner and safer. Mendez is proud of his work.

Write About It

On a separate piece of paper, write about the topic below. Follow steps 1–3 of the Writing Process on page 128 to write and revise your draft. Then give your draft to your instructor for some feedback.

Topic: What do you think is the most important thing a parent can teach his or her child? Explain why you think so.

Skills Review Answers

Reading Skills Review

1. (3)
2. (2)
3. (1)
4. (1)
5. (2)
6. (3)

Writing Skills Review

Alderman Ramon Mendez is known as a man who gets the job done. Mendez represents a largely Latino neighborhood. Before Mendez was elected four years ago, this neighborhood got poor service from the city. Garbage pickup was not steady, and potholes pitted the streets. Police patrols were few and far between. However, Mendez changed that. He began to speak up as soon as he became alderman. He said that his neighborhood had waited too long. It was time for the city to give equal service to all areas. Now services have improved greatly. Although there are still some problems, the neighborhood is cleaner and safer. Mendez is proud of his work.

Write About It

Write a final draft using steps 4 and 5 of the Writing Process. Share your final draft with your instructor.

Evaluation Chart

Check your Review answers. Then circle the number of any answer you missed. You may need to review the lessons indicated next to that question number.

Question	Skill	Lessons
1	find the main idea	3, 8
2	find supporting details	3, 8
3	draw conclusions, infer	5, 12,
4	understand plot	2, 12
5	understand character	6, 11
6	identify setting	7, 8

Now go back and fill in the right side of the Student Interest Inventory on pages 6 and 7.

BEST COPY AVAILABLE

Answer Key

Unit 1 Great Expectations

▼ Lesson 1

After You Read (p. 14)

Sample answers:

C. 1. a. food
- b. rest or relax
- c. housing or shelter

2. (1)
3. start a free food program for children and open a shelter for the homeless

Think About It: Find the Theme (p. 15)

Practice

A. 1. homeless people
2. (2)

B. 3. hunger
4. (3)

▼ Lesson 2

After You Read (p. 21)

Sample answers:

C. 1. a. Kim Washington and Todd Walker
- b. an auto assembly line
- c. Todd does not think Kim is qualified to be the boss.
- d. Kim responds to Todd, and everyone goes back to work.

2. (1)
3. (2)

Think About It: Understand the Plot (p. 22)

Practice

Sample answers follow. Your answers may be shorter, but they should say about the same thing:

1. **Rising action:** Todd and Bill start to argue. They push each other.
   Climax: Workers move in and break up the fight.
   Falling action: The workers don't want any more trouble. Everyone goes back to work.
2. **Rising action:** Todd sees a worker doing something dangerous, tries to warn him, but is not heard.
   Climax: Todd shuts down the line.
   Falling action: Kim hurries over, listens to Todd's explanation, and thanks him.

Word Work: Using Context Clues to Figure Out Word Meaning (p. 25)

Practice

1. (1)
2. (2)
3. (2)

▼ Lesson 3

After You Read (p. 29)

Sample answers:

C. 1. a. bad, tense, not confident
- b. happy, proud

2. Any one of these answers: He learned discipline *or* He turned his game around in college *or* He was NBA Rookie of the Year.
3. (1)

Think About It: Find the Main Idea and Details (p. 30)

Practice

1. **Details:** tempted by drugs; cannot handle the pressure of playing before people
2. **Main Idea:** Parents often have high expectations for their children.

Details: to be honest and follow the rules; to get along with others; to do their best; to be what the parents wanted to be

Word Work: Recognizing Words (p. 33)

Practice

1. under stand
2. after noon
3. class room
4. thumb nail
5. every where

▼ Writing Skills Mini-Lesson: Compound Sentences (p. 34)

There are different ways to complete the sentences. Here are some sample answers. Check your sentences with your instructor.

1. I want to get a better job, so **I am going back to school.**
2. **I need to improve my skills,** so I will study hard.

3. It may be difficult, but **I will do it.**
4. **I want to be a nurse,** and I will work to meet this goal.
5. I will **meet my goals,** or I will **set new ones.**

▼ Unit 1 Review (p. 35)

1. (2)
2. (2)
3. (3)

Unit 2 Across Generations

▼ Lesson 4

After You Read (p. 40)

C. 1. There are many possible answers. Check your answer with your instructor.
   2. sturdy, able, powerful, full of energy
   3. (1)

Think About It: Find the Theme (p. 41)

Practice

A. 1. grandparents
   2. grandparents being links to the past

B. 3. single fathers
   4. a single father realizing that he is not alone

▼ Lesson 5

After You Read (p. 47)

C. 1. There are many possible answers. Check your answer with your instructor.
   2. a. Possible answers:
      Tina and Kevin got married eight months ago.
      They have been together three years.
      Almost one year ago, Tina went to a program for people with an addiction to alcohol.
      Tina tried to hide her drinking from her husband.
      He confronted Tina about her drinking.
   b. Possible answers:
      Tina and her husband will work hard to make their marriage work.
      Tina hopes to remain sober.
      She wants to be a responsible mother.
      Tina wants to find a job.
      She can't wait to hold her baby.
   3. (1)

Think About It: Draw Conclusions (p. 48)

Practice

A. 1. Yes, because she knows her baby is a boy.
   2. No

B. 3. Yes, because he did not know she had a problem until they moved in together.
   4. Yes, because he stayed with Tina and helped her confront her drinking problem.

C. 5. Yes, because she says "work again" and "back to work."
   6. No

Word Work: Prefixes and Roots (p. 51)

Practice

A. 1. pre/dict
   2. anti/freeze
   3. mis/take
   4. trans/form
   5. pre/fix
   6. anti/slavery
   7. pre/view
   8. trans/late
   9. mis/chief
   10. anti/biotic
   11. mis/lead
   12. trans/pire

B. Some possible answers:

deduce
deform
describe
induce
inform
inspect
inscribe
permit
perform
react
reduce
reform
remit
respect
submit
subscribe
transact
transform
transmit
transcribe

▼ Lesson 6

After You Read (p. 55)

C. 1. a. he saw Officer Wade was nervous.
      b. he realized Brian had been arrested.
      c. Brian did not talk or look at him.
   2. (1)
   3. (2)

Think About It: Understand Character (p. 56)

Practice

A. 1. True
   2. True

B. 3. False
   4. False

Word Work: Prefixes, Roots, and Suffixes (p. 59)

Practice

A. 1. in/vent/or
   2. out/rage/ous
   3. dis/cuss/ion
   4. de/pend/able
   5. ad/vantage/ous
   6. con/tract/or
   7. react/ion
   8. trans/port/able

B. Some possible words:
expect
expectation
export
exportable
express
expression
inspect
inspection
portable
report
reportable
repress
repression
respect
respectable

▼ Writing Skills Mini-Lesson: Complex Sentences (p. 60)

There are many possible answers. Here are some samples. Check your sentences with your instructor.

1. **My parents worked** while I was at school.
2. **My mother lived in Tennessee** when she was young.
3. **My father found a job** before I was born.
4. **My parents separated** after I was born.
5. **My mother stayed at home** when I was a baby.
6. **My father lived on a farm** when he was growing up.
7. **My father spent time with me** while I was growing up.
8. **My parents got along better** after they got older.

▼ Unit 2 Review (p. 61)

1. (3)
2. (1)
3. Yes, because he thinks about his son and then decides to work harder at his marriage.

Unit 3 Voices for Justice

▼ Lesson 7

After You Read (p. 67)

C. 1. There are many possible answers. Discuss your answer with a partner or your instructor.
2. (2)
3. Jane comes to Clara's House. Clara tells Jane she can choose to stay. Mick calls Jane. Jane decides to stay.

Think About It: Identify Setting (p. 68)

Practice

A. 1. the front room at Clara's House
2. (2)

B. 3. a hospital emergency room on a Saturday night
4. (1)
5. Possible answers: doors flew open; gunshot victim rushed in on a stretcher; shot; doctor tore open the victim's shirt; face was grim; began to work quickly; knew the man might not live

Word Work: Dividing Words into Syllables (p. 71)

Practice

2 1. wea/ry
2 2. a/void
2 3. greed/y
1 4. throat
3 5. ra/di/o
2 6. rea/son
2 7. sham/poo
2 8. be/tween
2 9. thou/sand
2 10. part/ner
2 11. fur/nish
2 12. re/straint
3 13. vi/o/lence
2 14. moun/tain
2 15. coc/oon
2 16. cous/in
2 17. drows/y
2 18. law/yer
4 19. cer/e/mo/ny
3 20. au/di/ence
3 21. main/te/nance
2 22. al/though
4 23. co/or/di/nate
4 24. ex/pe/ri/ence

▼ Lesson 8

After You Read (p. 76)

C. 1. Sample answer: Apartheid was unjust because blacks had almost no rights.
2. (2)
3. (1)

Think About It: Understand the Main Idea and Details (p. 77)

Practice

A Young Leader: led nonviolent protests for justice; began to sabotage

A Famous Prisoner: sentenced to life in prison at 45; worked to improve inmate conditions

President of a Nation: was elected president in 1994; promised to work for all races

Word Work: More Dividing Words into Syllables (p. 79)

Practice

2 1. mar/ble
2 2. sur/prise
2 3. bub/ble
2 4. knowl/edge
3 5. al/pha/bet
2 6. sud/den
2 7. dis/trict
2 8. cof/fee
2 9. hud/dle
3 10. friend/li/er

2 11. hard/ly
2 12. win/ner
2 13. mid/dle
3 14. ath/let/ic
2 15. hun/dred
2 16. ad/dress
2 17. can/dle
2 18. pan/try
2 19. bet/ter
2 20. pump/kin
3 21. de/part/ment
3 22. pret/ti/er
2 23. trou/ble
3 24. flam/ma/ble
2 25. sprin/kle
2 26. set/ting
3 27. un/sta/ble
3 28. sup/pli/er
2 29. laugh/ter
3 30. pos/si/ble
2 31. grid/dle
4 32. trans/for/ma/tion
3 33. dif/fer/ence
2 34. wrin/kle
3 35. mer/chan/dise
3 36. dis/ap/pear

▼ Lesson 9

After You Read (p. 82)

C. 1. (3)
   2. (3)
   3. free to choose my own teachers

Think About It: Identify Viewpoint (p. 83)

Practice

1. (1)
2. (2)
3. (2)

▼ Writing Skills Mini-Lesson: More on Complex Sentences (p. 86)

2. Although some parents were silent, most parents spoke out.
   Most parents spoke out although some parents were silent.
3. Because the families protested, the school reopened.
   The school reopened because the families protested.
4. If a school closes, the children lose.
   The children lose if a school closes.
5. Because they enjoyed school, the children did well. The children did well because they enjoyed school.
6. Although it needed repairs, the school was reopened. The school was reopened although it needed repairs.
7. If they work together, parents can get things done. Parents can get things done if they work together.
8. Since the parents helped, the repairs were quickly made. The repairs were quickly made since the parents helped.

▼ Unit 3 Review (p. 87)

1. (2)
2. is a good lawyer; works long hours; acts as a social worker
3. False

Unit 4 Express Yourself

▼ Lesson 10

After You Read (p. 93)

C. 1. Sample answers follow. Any two:
      what day the show is on
      what time the show is on
      what the show is about
      the reviewer's opinion of the show
   2. False
   3. False

Think About It: Identify Viewpoint (p. 94)

Practice

1. a. Positive. Possible answers: "Anyone who loves music would have loved this show." "best moments," "Hearing her voice is a wonderful experience."
   b. Yes. He is a music teacher.
2. a. Positive. Possible answers: "The show was excellent." "gave me a close-up view of what happened to an important person," "I was impressed."
   b. Yes. He is a student who is learning about a topic discussed in the show.
3. a. Negative. Possible answers: "I didn't think the show was very good." "not enough to make me enjoy watching the show"
   b. Yes. She doesn't like that kind of music.

Word Work: Review of Dividing Words into Syllables (p. 97)

Practice

2 1. com ment
2 2. speech less
2 3. mea sles
3 4. ar e a
2 5. prowl er
2 6. as sault
3 7. ra di o
2 8. poi son
2 9. south ern
2 10. cau tion
2 11. com plaint
3 12. sur ger y
2 13. loos en
2 14. awk ward
2 15. swal low
2 16. pur ple
2 17. trou ble
2 18. al though
2 19. ath lete
3 20. Sty ro foam
4 21. gym na si um
4 22. ac cep ta ble
4 23. dis ap point ment
5 24. Phil a del phi a

▼ Lesson 11

After You Read (p. 101)

C. 1. There are many possible answers. Check your answers with your instructor.
  2. (1)
  3. (2)

Think About It: Understand Character, Setting, and Plot (p. 102)

Practice

1. Al Cruz, Sergeant Miles, Eddie
2. cared for Eddie, values things more, changed his feelings, lost his best friend
3. Answers will vary.
4. a. the Persian Gulf
   b. February 23, 1991
5. desert, rainy, cold, night, war, tense
6. a. rising action
   b. falling action
   c. climax

Word Work: Summary of Strategies for Recognizing Words (p. 105)

Practice

Strategies may vary. Some words can be divided one way by prefix, root, and suffix and another way by syllables. Any division that will help you to recognize the word is OK.

▼ Lesson 12

After You Read (p. 108)

C. 1. a. False
    b. True
    c. False
    d. True
  2. (3)
  3. Sample answers: "Familiar things haunt me"; "The promise of pain at my leaving"; "So long now to wait"; "Trying to memorize your face until next week"; "Dreaming of passion I could be enjoying"; "Damning myself"

Think About It: Make Inferences (p. 109)

Practice

A. 1. Yes
  2. Yes
B. 3. No
  4. No
  5. Yes
C. 6. Yes
  7. Yes

▼ Writing Skills Mini-Lesson: Fixing Sentence Fragments (p. 112)

There are many possible answers. Here are some samples. Check your sentences with your instructor.

2. I think talk-show hosts are only concerned about ratings.
   I think talk-show hosts can be very funny.
3. The guests often talk about disgusting things.
   The guests often talk about important things.
4. When I watch a talk show, I get bored.
   When I watch a talk show, I learn about life.
5. I would like to see fewer talk shows on TV.
   I would like to see more stars on talk shows.
6. If I had the chance to be on a talk show, I wouldn't do it.
   If I had the chance to be on a talk show, I would be excited.

▼ Unit 4 Review (p. 113)

1. (1)
2. Yes. If the library funding is not cut, the library will remain open on Saturdays when she can use it.
3. a. No
   b. Yes

Writing Skills

This Handbook lists the rules you learned in the Writing Skills Mini-Lessons in this book.

Compound Sentences

A **compound sentence** has two or more complete thoughts joined by a connecting word such as *and, but, so,* or *or.* To write a compound sentence, follow these rules.

1. **Make each part of the sentence a *complete thought.*** In each part, include a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is).

   S V S V
   - **I have** a plan for my future, and **nobody will stop** me.

2. **Use the correct connecting word.** Use a *comma* before the connecting word.
   - *and* for related words
   - *but* for contrasting ideas
   - *so* for one idea that causes another
   - *or* for two choices

   My sons are now in school, **so** I have more time to study.

Fixing Sentence Fragments

A **sentence fragment** is an **incomplete thought.** These are sentence fragments:

- Can be fun to watch.
- Because sad movies make me cry.

If you find a fragment in your writing, you can fix it in two ways:

1. You can fix some fragments by adding a subject or verb and other words to complete the thought:
   TV can be fun to watch.
2. If a fragment is a dependent clause standing alone, you can connect it to an independent clause:
   Because sad movies make me cry, **I won't see that movie.**

Complex Sentences

A **complex sentence** has two parts: an independent clause and a dependent clause. A **clause** is a group of words containing a **subject** and a **verb.**

This is a complex sentence:

- My parents were very young when they met.

1. **An independent clause is a complete thought. It can stand alone as a simple sentence.**

   Independent clause: My parents were very young.

2. **A dependent clause is an incomplete thought. It can start with a time word like *when, while, before,* or *after.* A dependent clause cannot stand alone.**

   Dependent clause: when they met

3. Be sure to include a subject and a verb in each clause.

   S V S V

   - **My parents were** very young when **they met.**

4. The dependent clause can come first or last in a complex sentence. If you put it first, use a comma between the clauses. If you put the dependent clause at the end of a sentence, don't use a comma.

   - **When the school closed,** the parents protested.
   - The parents protested **when the school closed.**

5. You can use words like *because, although, if,* and *since* in the dependent clause to show how the two thoughts in the sentence are related.

   - The students did well **because** the teachers cared.
   - **Although** the school was small, it had a fine library.
   - **If** parents get involved, they can make a difference.

The Writing Process

The Writing Process is a series of stages that can help you create a good piece of writing. These stages are shown below.

1. Prewrite, or plan your writing.

A. Think about your topic.

B. List ideas about your topic.

C. Organize your ideas.
- Decide which ideas you will use.
- Decide how you will order them.

2. Write a first draft.

A. Use your ideas from stage 1.

B. Write about your topic.
- Include your most important ideas.
- Use details to explain what you mean.

3. Revise your first draft.

A. Check that your draft
____ includes your important ideas
____ has details to explain what you mean
____ is clear and easy to understand

B. Make changes to improve your writing.

4. Edit your work.

A. Check your draft for errors in
____ spelling
____ punctuation
____ capitalization
____ complete sentences

B. Correct any mistakes you find. If you need help, use the Writing Skills Handbook on page 126 or ask your instructor.

5. Recopy your draft.

A. Write a final draft. Include your revising and editing changes.

B. Compare your first and final drafts. Note improvements.

C. Share your final draft with a classmate, a friend, or your instructor.

Voyager

Reading and Writing for Today's Adults

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

3

Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

Teacher's Resource Guides

Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

Placement Tool

The easy-to-use placement tool helps place students in the appropriate *Voyager* student book.

New Readers Press
Division of ProLiteracy™ Worldwide

Syracuse, New York
800-448-8878
www.newreaderspress.com

ISBN 1-56420-153-8
9 781564 201539

Workbook

CE CETR 0151

Voyager

Reading and Writing for Today's Adults

3

449

New Readers Press

Workbook

Voyager

Reading and Writing for Today's Adults

3

Sarah Chodera

Advisers to the Series

Mary Dunn Siedow
Director
North Carolina Literacy Resource Center
Raleigh, NC

Linda Thistlethwaite
Associate Director
The Central Illinois Adult Education Service Center
Western Illinois University
Macomb, IL

New Readers Press

Acknowledgments

"The Drum Maker" by Joseph Bruchac from INDIAN MOUNTAIN AND OTHER POEMS by Joseph Bruchac. Used by permission.

Voyager: Reading and Writing for Today's Adults™ Voyager 3 Workbook
ISBN 1-56420-163-5
Copyright © 1999
New Readers Press
U.S. Publishing Division of Laubach Literacy International
Box 131, Syracuse, New York 13210-0131

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3

Director of Acquisitions and Development: Christina Jagger
Content Editor: Mary Hutchison
Developer: Learning Unlimited, Oak Park, IL
Developmental Editor: Pamela Bliss
Cover Designer: Gerald Russell
Designer: Kimbrly Koennecke
Artist/Illustrator: Linda Alden

Contents

▼ Unit 1: Great Expectations

Lesson 1 Think About It: Find the Theme 4
Lesson 2 Think About It: Understand the Plot 5
Word Work: Using Context Clues to Figure Out Word Meaning 6
Lesson 3 Think About It: Find the Main Idea and Details 7
Word Work: Recognizing Words 8
Writing Skills Practice: Compound Sentences 9
Reading and Writing Practice 11

▼ Unit 2: Across Generations

Lesson 4 Think About It: Find the Theme 14
Lesson 5 Think About It: Draw Conclusions 15
Word Work: Prefixes and Roots 16
Lesson 6 Think About It: Understand Character 17
Word Work: Prefixes, Roots, and Suffixes 18
Writing Skills Practice: Complex Sentences 19
Reading and Writing Practice 21

▼ Unit 3: Voices for Justice

Lesson 7 Think About It: Identify Setting 24
Word Work: Dividing Words into Syllables 25
Lesson 8 Think About It: Understand the Main Idea and Details 26
Word Work: More Dividing Words into Syllables 27
Lesson 9 Think About It: Identify Viewpoint 28
Writing Skills Practice: More on Complex Sentences 29
Reading and Writing Practice 31

▼ Unit 4: Express Yourself

Lesson 10 Think About It: Identify Viewpoint 34
Word Work: Review of Dividing Words into Syllables 35
Lesson 11 Think About It: Understand Character, Setting, and Plot 36
Word Work: Summary of Strategies for Recognizing Words 37
Lesson 12 Think About It: Make Inferences 38
Writing Skills Practice: Fixing Sentence Fragments 39
Reading and Writing Practice 41

▼ Answer Key 44

Lesson 1

Think About It: Find the Theme

A **theme** is the message about life that a writer wants to tell. Often themes are based on topics that are important parts of life.

Read each poem and answer the questions that follow.

Day One

Your day one was March 2.
The sky was clear,
the air tingled
with expectation.
Then the morning called out
that you had arrived.
I placed you in your mother's arms
and prayed for bright days and long life.

A. **1.** What is the topic of the poem? ______________________

2. What is the theme of the poem?
(1) the beauty of an early spring day
(2) hope for a newborn child's future
(3) the pain of childbirth

Firsts

First birthday. First friendship.
First love. First loss.
For all our differences
Our lives are
Much the same.

B. **3.** What is the topic of the poem? ______________________

4. What is the theme of the poem?
(1) how people handle grief
(2) why no two people are the same
(3) the shared experiences of people

▶ Lesson 2

Think About It: Understand the Plot

A **plot** is the action or series of events in a story. A plot usually has three parts:

- The **rising action** introduces the characters and a problem.
- The **climax** is the turning point, the point of most tension.
- The **falling action** is what happens after the climax. It draws the story to a close.

A. Read the story.

Emergency

Kim Washington was tired after a long day at work. It was 9:30 P.M. Her 5-year-old son, Matt, was finally in bed. The house was quiet. Kim sat thinking about her new job. It would be hard, but she was earning more money. She would be able to start a college savings account for Matt.

Suddenly, Matt cried out. Kim ran to his bedroom. Matt was awake on the floor holding a pair of sharp scissors. He had a deep cut. There was blood all over his hands. Kim ran to the phone and called 911.

At the hospital, Matt got 15 stitches in his hand. Later, Kim said, "Matt, you scared me. Scissors are not toys. I'm angry that you took them out of my desk. But I'm happy that you're okay. I love you."

B. Fill in the events of the plot on the lines.

Rising action: ______________________________

Climax: ______________________________

Falling action: ______________________________

On separate paper, draw a plot map like the ones in Lesson 2. Fill in the events you wrote above.

Word Work: Using Context Clues to Figure Out Word Meaning

Context clues are words and sentences around an unfamiliar word that give hints about its meaning.

A. Choose the meaning of each underlined word in the sentences below. Use context clues.

1. Kim feels confident about her job because she is well qualified for it.
(1) sad (2) certain (3) scared

2. Too often, children get their hands on dangerous items, such as scissors or knives.
(1) helpful (2) valuable (3) risky

3. Kim wants to give her son the opportunity, or chance, to go to college.
(1) chance (2) training (3) gift

B. Read the paragraph. Use context clues to understand the underlined words. Match the correct meaning to each word.

As a single parent with a job, Kim Washington has many obligations. Yet she tries to make time for herself. For relaxation, Kim takes long walks or reads. However, Kim's son Matt is always her first priority.

Word	Meaning
_____ **4.** obligations	**a.** main concern
_____ **5.** relaxation	**b.** duties or demands
_____ **6.** priority	**c.** rest, recreation

▶ Lesson 3

Think About It: Find the Main Idea and Details

The **main idea** is the most important point in a reading. **Supporting details** explain, or support, the main idea.

A. Read the biography.

A Winner

When he was growing up in Puerto Rico, Roberto Clemente dreamed of becoming a great professional baseball player. His dream began to come true when he became the right fielder for the Pittsburgh Pirates. Clemente went on to win four batting titles. He won the National League Most Valuable Player award in 1966. He played on twelve All-Star teams.

Clemente was dedicated to helping people in need. In 1972, he hired a plane to take relief supplies to victims of an earthquake in Central America. The plane crashed into the ocean. When Roberto Clemente died at the age of 38, he had reached his dream of baseball greatness. He had become a great human being as well.

B. Answer the questions about the biography.

1. What is the main idea of the biography?

____

2. Write four details that help support that main idea.

a. ____

b. ____

c. ____

d. ____

Word Work: Recognizing Words

A **compound word** is made up of two or more words. To figure out a word you don't recognize, see if it has smaller words in it that you do recognize.

A. Write the words that make up each compound word.

1. anytime = _______ + _______

2. uproar = _______ + _______

3. airplane = _______ + _______

4. ballpark = _______ + _______

5. nowhere = _______ + _______

6. guidelines = _______ + _______

7. outstanding = _______ + _______

8. earthquake = _______ + _______

9. boyfriend = _______ + _______

10. workplace = _______ + _______

B. Read the paragraph. Fill in each blank with the correct compound word from the box. Draw a line between the two words that make up each compound.

awestruck baseball football
lifetimes newspaper worldwide

When a team in a sport like _______________ or _______________ wins a championship, life changes for the players. They often appear on TV and in magazine and _______________ stories. Fans feel _______________ when they meet team members. The players may even become famous _______________ and remain public figures throughout their _______________.

BEST COPY AVAILABLE

Writing Skills Practice: Compound Sentences

A **compound sentence** has two complete thoughts joined by a connecting word.

To write a compound sentence, follow these rules:

1. Make each part a **complete thought** with its own **subject** (who or what the sentence is about) and **verb** (what the subject does or is).
2. Use the correct **connecting word.** *(and, but, so, or)*
3. Use a **comma** before the connecting word.

A. Choose the correct connecting word to combine these complete thoughts. Write a comma and the best connecting word in each sentence.

and　　but　　or　　so

1. I have great expectations for myself _______________ I have great expectations for my kids.

2. I did not go to college _______________ I do have a good job.

3. I may stay with my company _______________ I might start my own business.

4. My kids work hard in school _______________ they can go to college.

5. My daughter wants to be a pilot _______________ my son is interested in flying, too.

6. I will not tell them what careers to choose _______________ I will give them advice if they ask.

7. They should think about work they enjoy _______________ they should consider their skills and talents.

8. Jobs sometimes change rapidly _______________ workers need to learn many skills.

B. On separate paper, copy the paragraph, correcting errors in compound sentences. Use commas and connecting words correctly.

Next week my son is going to New York City but I am going with him. We might take the bus and we may take the train. I'm excited. We did not get tickets to Broadway, and we will see the Statue of Liberty. My son has been to New York many times or we won't get lost. He wants to use the subway, so I'd prefer to take cabs.

C. Read each pair of sentences. Use the boxed connecting words to combine them into compound sentences.

and but or so

1. Yesterday we got our paychecks. I got a small raise.

____

2. Some other workers got raises, too. My friend Tony did not.

____

3. Many people are out of work. I can't complain.

____

4. I may save all the extra money. I may spend some of it on myself!

____

5. I will save some of the money. I can go on vacation this summer.

____

6. The rest of the money can go into savings. I can retire someday.

____

Reading and Writing Practice

A. Read the story.

The Choice

Every workday, Jimmy North walked into the steel mill and felt the hot blast of the fires. The pay was good, but Jimmy hoped his future lay elsewhere. He dreamed of being a country music star. He was a good guitar player and an even better singer. All his friends told him so.

Saturday night, Jimmy would find out if other people thought so, too. He had entered a talent contest in a town 100 miles away. First prize was a contract with a record company.

After work on Saturday, Jimmy hurried home. He cleaned up, put on a new western shirt, grabbed his guitar, and jumped into his truck. A cold rain had started to fall.

Halfway there, the driving got bad. The roads became icy, and it was hard to see. Jimmy glanced at the clock. He was supposed to sing in one hour, and he had 50 miles to go.

At that moment, something caught his eye. Was that a car he had seen in the ditch? Well, if it was, Jimmy was sure it was an earlier accident. But wouldn't the police have removed it by now?

Jimmy was torn. If he went back to check out the car, he would miss the contest and a chance to record one of his songs. But if people were in that car, they needed help. Jimmy knew what he had to do. He slowed his truck and found a place to turn around.

An hour later, Jimmy watched as an ambulance sped away carrying the driver of the car. "Maybe there will be another contest next year," he told himself.

B. Choose the best answer to each question.

1. What is the climax of the story?
(1) Jimmy entered a talent contest.
(2) Jimmy turned his truck around to check out the accident.
(3) Jimmy told himself there would be another contest next year.

2. What is the theme of the story?
(1) the hard job of a steelworker
(2) the unselfish act of a man
(3) the desire to be a country music singer

3. What detail helps show the conflict Jimmy felt?
(1) He would miss the contest.
(2) He put on a new western shirt.
(3) He worked at the mill on Saturday.

C. Combine each pair of sentences into one compound sentence. Use commas and connecting words correctly.

and   but   so

1. Jimmy is a steelworker. He wants to be a singer.

____

2. A talent contest is being held. Jimmy is going to sing in it.

____

3. Jimmy stops to check out an accident. He misses the contest.

____

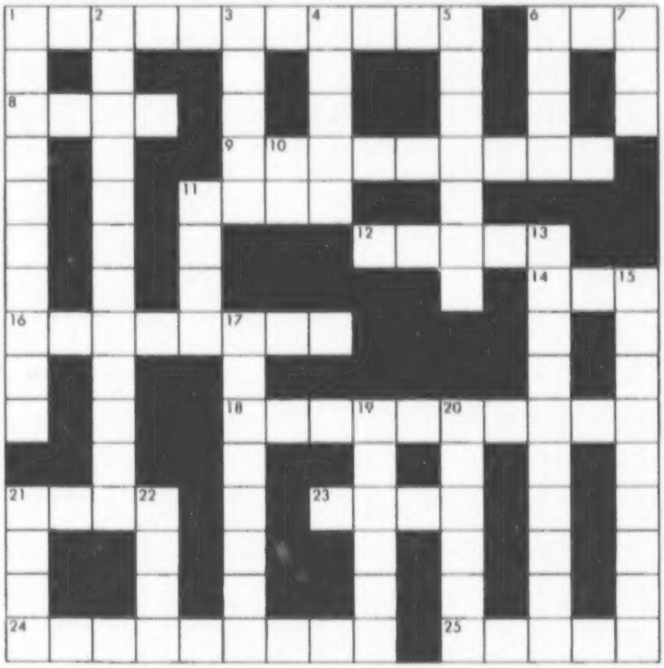
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list below.

ACROSS

1. Something looked forward to
6. A male adult
8. Events in a story
9. Some + thing
11. Not there
12. "It Could Be a Wonderful _____."
14. Rhymes with *sits*
16. Someone who lives next door
18. _____ details explain the main idea.
21. Me, my_____, and I
23. Someone in charge of workers
24. A rule; something to follow
25. Rhymes with *dress:* Take your best _____.

DOWN

1. A qualified person has job _____.
2. A paid athlete
3. Strained; nervous
4. A writer's message about life
5. No + where
6. Rhymes with *rain:* The _____ idea
7. Not old
10. A connecting word in a compound sentence
11. Not low
13. Self-control; orderly conduct
15. Shaq's father and others of his army rank
17. Sport played with a bat
19. More than one person
20. Events before the climax: _____ action
21. Words with music
22. Look for and locate



WORD LIST

baseball
boss
discipline
expectation
experience
find
guess
guideline
here
high
its
main
man
neighbor
new
nowhere
or
people
plot
professional
rising
self
sergeants
something
song
supporting
tense
theme
World

Lesson 4

Think About It: Find the Theme

A **theme** is the message about life that a writer wants to tell. To find the theme, ask, what is the general topic and what is the writer saying about the topic?

A. Read the poem.

One Hundred Years Ago [redacted]

One hundred years ago
My ancestors sailed in a boat
Crowded with people and
Filled with hope.
They turned and watched
As the land they had known
Faded away.
They came to the shores
Of this new land.
Found work. Found love.
Made homes and plans.
They never looked back.
They never went back.
One hundred years ago.

B. Answer the questions.

1. Which of the following is the topic of this poem?
(1) lost memories
(2) past generations
(3) broken dreams

2. Check each thing the people in the poem did.

_____ bought a boat
_____ sailed in a boat
_____ watched their land get farther away
_____ got lost at sea
_____ sailed across the ocean
_____ started a new country
_____ got new jobs
_____ fell in love
_____ started new homes
_____ had children
_____ thought about their old country
_____ visited their old country

3. Which of the following is the theme of this poem?
(1) how the poet's ancestors started new lives
(2) the foolish hopes of people on a boat
(3) the painful regrets about leaving one's homeland

▶ Lesson 5

Think About It: Draw Conclusions

When you use information to figure out something you have not been told directly, you **draw a conclusion.**

Read each entry in Tina's journal and answer the questions that follow.

Tina's Journal

Tuesday, September 2 Time is going so fast! David, you are already 2 months old. I love being with you so much that I don't feel ready to go back to work yet. I'm not looking forward to next week. I'll miss you during the day.

A. **1.** Which of these statements is a reasonable conclusion?

(1) Tina returns to work next week.

(2) Tina's baby was born two months early.

(3) Tina never wants to work outside the home again.

2. Underline the words in the journal entry that helped you draw your conclusion.

Friday, September 5 I feel so good about myself! I've been sober now for over a year. Thanks to your daddy and you, David, I don't even think about drinking. You keep me much too busy! And you are much too precious for me to risk having a drink.

B. **3.** Which of these statements is a reasonable conclusion?

(1) Tina would drink if she wasn't so busy.

(2) Tina will never drink again.

(3) Tina believes that having one drink would be dangerous.

4. Underline the words in the journal entry that helped you draw your conclusion.

Word Work: Prefixes and Roots

A **root** is the part of a longer word that gives the word its basic meaning. A **prefix** is a part added to the beginning of the root to give it a different meaning.

A. Identify the prefix and root in each word below. Write them on the lines. Then think about the meaning of each word.

Prefix **Root**

1. misplace = ____________ + ____________
2. antisocial = ____________ + ____________
3. transatlantic = ____________ + ____________
4. misstate = ____________ + ____________
5. premature = ____________ + ____________
6. misjudge = ____________ + ____________
7. prehistoric = ____________ + ____________
8. prescreen = ____________ + ____________
9. antidrug = ____________ + ____________
10. transaction = ____________ + ____________

B. Complete the paragraph by adding the correct prefix to each root.

mis- trans- anti- pre-

My name is Don. I am Tina's husband. My life has been ____________formed since David was born. I hope it is not a ____________take for Tina to go back to work. A child's ____________school years go quickly. I'm not ____________feminist or against working mothers. I just want the best for David and Tina.

Lesson 6

Think About It: Understand Character

A **character** is a person in a story. Writers describe characters by telling about their looks, job, home life, interests, and ways of acting.

A. Read about this character.

Captain Miller

Ray Miller sat at his desk, thinking about last night. Ray was a police captain in Hillwood. He loved the power of his job. Most of the other officers feared him.

Ray was thinking about his boss, Jack Tanner, the chief of police. Last night, Tanner's son had been brought in on robbery charges. Ray was angry. The police force did not need a scandal. "Why can't Tanner control his son?" Ray thought. Ray's own teenage son would never get in trouble like that. He was sure of that. After all, he controlled his family the way he controlled his officers—with an iron hand.

B. Write what you learned about Ray Miller.

1. His job: ______________________________

2. How he feels and acts toward others: ______________________________

____

3. How others feel about him: ______________________________

____

4. His home life: ______________________________

____

Word Work: Prefixes, Roots, and Suffixes

The **root** gives the basic meaning to a word. A **prefix** is added to the beginning of a root to give it a different meaning. A **suffix** is added to the end of a root to change its meaning and how it is used.

A. Break each word into its parts. Write the parts on the lines. Then choose the correct meaning.

1. a. preventable = _____ + _____ + _____
b. *preventable* means
(1) able to be prevented
(2) the act of preventing

2. a. investor = _____ + _____ + _____
b. *investor* means
(1) able to be invested
(2) a person who invests

3. a. extension = _____ + _____ + _____
b. *extension* means
(1) the state of being extended
(2) full of excitement

B. Complete the paragraph by filling in each blank. Add the correct suffix or prefix to each root.

Prefixes			**Suffixes**	
un-	pre-	in-	-able	-ous

What Uncle Lou did is __________credible. He was an __________usually gener__________ man. Yet no one in the family could have __________dicted what he did. After all, no reason__________ person would leave all his money to his cat! It was __________believ__________!

Writing Skills Practice: **Complex Sentences**

A clause is a group of words with a subject and a verb. There are two clauses in a **complex sentence:** an **independent clause** and a **dependent clause.** An independent clause can stand alone. A dependent clause is incomplete; it cannot stand alone. It may begin with a time word like *when, while, before,* or *after.*

A. Read each complex sentence. Draw one line under the independent clause and two lines under the dependent clause.

1. I do not want another child while I am working.

2. My grandfather died after he lived a long, happy life.

3. I hope to know my own grandchildren before I die.

4. My parents were divorced when I was in high school.

5. My great-grandmother kept a journal after she came to the United States.

6. I got my first apartment when I was 20.

7. Our family will go out to dinner when my husband gets his raise.

8. We talk about all sorts of things while we eat dinner.

9. I think about my own childhood before I criticize my child.

10. I understood my parents better after I had children of my own.

11. I was very close to my grandchildren when they were babies.

12. Children need a lot of care while they are growing up.

13. Our life was much simpler before we had children.

14. I missed my children very much after they left home.

B. On separate paper, copy the paragraph. Fix errors by combining each dependent clause with an independent clause to make complex sentences.

My father was 40 years old. When I was born. He often worked long hours. While I was growing up. I got my own apartment. After I turned 20. I am moving to New York. When my company relocates next year. I wish we could become closer. Before I move away.

C. Combine each pair of sentences into a complex sentence. Use one of the boxed words to begin the dependent clause.

after before when while

1. I gave a baby up for adoption. I was 17 years old.

____

2. I thought hard about my choices. The adoption was final.

____

3. I often thought about my son. He was adopted.

____

4. Imagine my shock. He called me on the phone last week.

____

5. My son also wondered about me. He was growing up.

____

Reading and Writing Practice

A. Read the journal entry of Brian Tanner, police chief Jack Tanner's son in the story "Suspect."

Sunday, March 5

This morning I have to see my dad. I have nothing to say to him. What do you say to the greatest guy in town? He's a hero to people in Hillwood. And me? Now I'm nothing but a big disappointment.

Everywhere I go, people always ask, "Aren't you Jack Tanner's son?" or "When are you going to join the police force, Brian?" I'm sick of it. I don't think I'll ever join the force. I know my dad expects me to. He acts like nothing I do matters to him *but* that.

All I know is that I've been conned by my so-called "friends." I didn't know what they had planned. When I saw they were robbing that gas station, I didn't know what to do. I wanted to take off, but something made me stay. Maybe I wanted to get caught. Maybe I want to have it out with my dad. What will I say to him today? I wish I knew.

B. Choose the best answer to each question.

1. Which conclusion can you draw?

(1) Brian feels that he can't measure up to his father.

(2) Brian does not admire his father.

(3) Brian wishes his father were more successful.

2. Which word best describes Brian Tanner?

(1) confident

(2) disappointed

(3) mixed-up

3. Which best states the theme of the journal entry?

(1) a son who does not love his father
(2) the complicated feelings of a son for a father
(3) a father's worries about his teenage son

C. Combine the following independent and dependent clauses to write complex sentences. Use punctuation and capitalization correctly.

1. Often family problems are addressed. After they have become serious.

____

2. Parents and children should talk about problems. When they first occur.

____

3. That way, they can solve problems. Before it is too late.

____

4. However, it's hard to find time to talk about problems. While everyone is so busy.

____

5. Children had fewer choices to make. When life was simpler.

____

6. Children understand their parents better. After they grow up.

____

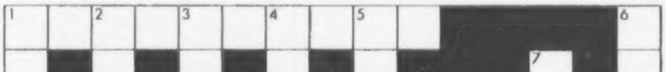
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list below.

ACROSS

1. Where you were born
8. A young male
9. Period between morning and evening
11. Not after
13. Opposite of *drunk*
14. A short sleep
16. Night and _____
19. A gem formed in an oyster
21. An unlawful act, such as stealing
22. 10-year period
23. Not cold
24. Repair
25. Similar
26. Not innocent
27. A connecting word; rhymes with *toe*
28. Dollars and cents
29. Swallow liquid

DOWN

1. Something to sail in
2. The act of stealing
3. Food for cows and horses
4. A person with authority
5. A furry pet
6. Place where you live: your native _____
7. A diary; personal writing
10. A bone in your chest
12. Not in
13. Someone under suspicion
15. A word part in front of a root
17. Beer and whiskey
18. An error
20. Badly needing a drug or alcohol
25. A connecting word; rhymes with *band*
26. A firearm
27. A male child



WORD LIST

addicted
afternoon
alcohol
alike
and
before
birthplace
boat
boy
cat
crime
day

decade
drink
fix
guilty
gun
hay
hot
journal
land
leader
mistake
money

nap
out
pearl
prefix
rib
robbery
so
sober
son
suspect

Lesson 7

Think About It: Identify Setting

The time and the place of a story make up the **setting.** The setting of a story can make you feel a certain way.

A. Read the story.

A Look Back

Jane had been living at Clara's House for several weeks. Jane felt safe there. She knew that her ex-boyfriend, Mick, could not hurt her. One day, Jane heard that Mick had left town. She decided to go to the apartment she used to share with him to get the rest of her things.

When Jane opened the apartment door, she was shocked. There wasn't much light, but through the gloom she could see that the apartment was filthy. Beer cans and take-out containers covered the floor. The couch was covered with scorch marks from cigarettes. Jane quickly packed up and hurried outside. She stood for a moment with her face turned up to the warm sun. Then she went back home to Clara's House.

B. Answer the questions.

1. Where does the story take place?

(1) Mick's new house

(2) Jane's old apartment

(3) Clara's House

2. When does the story take place?

(1) the day Jane moves out of Clara's House

(2) the day after Jane leaves Mick

(3) several weeks after Jane leaves Mick

3. Check the words that describe the apartment setting.

_____ airy

_____ messy

_____ dark

_____ quiet

_____ dirty

_____ cheerful

_____ comfortable

_____ cluttered

Word Work: Dividing Words into Syllables

A **syllable** is a word part that has one vowel sound. You can divide words with two or more syllables into those smaller parts. Here are some tips.

Tip 1 Divide between vowels that have separate sounds. **co / op / er / ate**

Tip 2 Do not divide between vowel pairs that make one sound. **car / toon**

Tip 3 Do not divide vowel-consonant clusters: *ar, er, ir, or, ur, aw, ow, al.*

A. Read these words. In front of each word, write the number of syllables you hear. Draw lines where you divide the syllables.

_____ **1.** garbage
_____ **2.** inference
_____ **3.** allergy
_____ **4.** priority
_____ **5.** violet
_____ **6.** divorce
_____ **7.** joyous
_____ **8.** lineage
_____ **9.** interview
_____ **10.** former
_____ **11.** cauliflower
_____ **12.** serious
_____ **13.** alter
_____ **14.** forest
_____ **15.** realize

B. Read the paragraph. Count the number of syllables in each underlined word. Then write the word in the correct column.

Violence between family members is not legal. Such behavior must be stopped. Every victim of domestic violence should have the freedom to create a new life.

Two Syllables	Three Syllables
____________________	____________________
____________________	____________________
____________________	____________________
____________________	
____________________	
____________________	

▶ Lesson 8

Think About It: Understand the Main Idea and Details

The **main idea** of a reading is its most important point. **Supporting details** explain, or support, the main idea.

A. Read the selection.

Life on Robben Island

The day Nelson Mandela arrived at the prison on Robben Island, it was cold, cloudy, and grim. Tension gripped the air. Mandela and the other new prisoners were met by armed guards. The day was only the beginning of 10 long, hard years.

Mandela's prison cell was cramped. When he lay down, his feet touched one wall, and his head was pushed against the other. The walls were always damp. The thin blankets and straw mat he was given did little to keep the chill out.

The prison clothes were skimpy as well. Black prisoners were given short pants, a shirt, a light jacket, and shoes, but no socks. The short pants were meant to show that the black Africans had a low social position, just as children do.

B. Answer the questions.

1. What is the main idea of the selection?

(1) Mandela landed on Robben Island on a cold, grim day.

(2) Mandela's life on Robben Island was hard.

(3) Mandela was given little to keep the chill out.

2. Check the details that support that main idea.

_____ warm

_____ damp

_____ tense

_____ sunny

_____ chilly

_____ relaxed

_____ cramped cell

_____ skimpy clothes

Word Work: More Dividing Words into Syllables

A syllable is a word part with one vowel sound. Here are more tips on how to divide words into syllables.

Tip 1 Divide between double consonants. **rib / bon**

Tip 2 When three consonants come together, divide between a single consonant and a consonant blend or digraph. **dis / trict**

Tip 3 Divide before a consonant followed by *le* at the end of a word. **gen / tle**

A. Read these two-syllable words. Draw lines where you divide the syllables.

1. huddle
2. stable
3. complaint
4. million
5. haggle
6. funny
7. mantle
8. mistrust
9. barrel
10. entrance
11. happy
12. narrow
13. discharge
14. common
15. inspire

B. Read the paragraph. Count the number of syllables in each underlined word. Then write the word in the correct column.

Have other world leaders been voices for justice? In the 1940s, President Roosevelt stood up against Nazi Germany. In the 1960s, Presidents Kennedy and Johnson worked for civil rights. In the 1990s, United Nations leaders worked to end wars in Europe and Africa. These examples show how world leaders can be responsible for making the world better.

Two Syllables	Three Syllables	Four Syllables
____________	____________	____________
____________	____________	
____________	____________	
____________	____________	

Lesson 9

Think About It: Identify Viewpoint

A **viewpoint** is a belief or an opinion about a topic. A person's viewpoint is formed by his or her life experiences.

A. Read the speech.

Voting Matters

More Americans should exercise their right to vote. In many national elections, fewer than half of U.S. voters go to the polls. In local elections, voter turnout is often even less. In fact, many citizens do not even register to vote. That is wrong.

The right to vote is precious. In other parts of the world, people fight to obtain this right. Some even give their lives in the process.

I came to the U.S. from China 10 years ago. In China, the Communist party runs the government. The people have no choice. Now that I am a U.S. citizen, I vote in every election. I take my citizenship seriously. I make my opinions count.

B. Choose the best answer to each question.

1. This speaker's view is that more citizens should
(1) vote in elections
(2) fight for their rights
(3) protest what happens in China

2. What in the speaker's background helps explain his view?
(1) his work in the Communist party
(2) his experiences living in China
(3) his effort to become a U.S. citizen

▶ Writing Skills Practice: More on Complex Sentences

A **complex sentence** has both a **dependent clause** and an **independent clause.** The dependent clause can come first or last in the sentence. If you put it first, use a comma between the clauses. If you put it last, don't use a comma. You can use words like *when, because, although, if,* and *since* to begin the dependent clause.

A. Choose the best word to combine each pair of clauses into one complex sentence. Write the word on the blank. Then draw one line under the independent clause and two lines under the dependent clause.

although because if when

1. U.S. citizens become eligible to vote _______________ they turn 18.
2. Some people do not vote _______________ they are not registered.
3. _______________ everyone knew how simple it is to register, more people might vote.
4. People can register to vote _______________ they apply for a driver's license.
5. _______________ the right to vote does not solve all our problems, it does give every citizen a voice in government.
6. _______________ every citizen cast a vote, our government would represent us more fully.
7. Citizens of some countries do not vote _______________ they aren't allowed to.
8. _______________ U.S. citizens were barred from voting, more people would want to vote.

B. On separate paper, copy the paragraph, correcting errors in complex sentences. Use commas, periods, and capital letters correctly.

Janet Wood became a voice for justice last year. After she had a serious car accident. Because Janet lost the use of her legs she knows the challenges that people with disabilities face. Although Janet was a quiet woman she now gives speeches and organizes rallies. Janet knows progress can be made. If people unite to take action.

C. Combine each pair of clauses into two complex sentences. In one sentence, put the dependent clause first. In the other sentence, put it last. Use commas, periods, and capital letters correctly.

1. you may think only of famous people
when you think of voices for justice

____

____

2. since everyone has seen unfairness
anyone can be a voice for justice

____

____

3. if you believe you have witnessed an injustice
you have a duty to speak against it

____

____

Reading and Writing Practice

A. Read this story about another voice for justice.

Jane's Plea

The public hall was full. Over 100 people had come to this year's fund-raiser. The lights on the platform were bright. The audience was quiet. Clara Ramos took the stage.

"Welcome to the fifth annual 'Stand Together' event," she said. "I'm Clara Ramos, and I run Clara's House, a shelter for victims of domestic violence. I am very pleased to introduce a special speaker. Her name is Jane Kent."

The audience applauded. Jane walked toward the microphone.

"Thank you, Clara," Jane began. "When I came to Clara's House one year ago, I was scared. I knew that leaving my boyfriend was the right thing to do. But I didn't know whether I was strong enough to stick to my decision."

Jane continued her speech. "Now I know that I am strong enough. And I draw much of my strength from Clara's House. Clara helped me turn my life around. I have left behind a life of domestic violence. I'm enrolled at Calwell Community College. I work part-time as a legal secretary. My goal is to attend law school.

"Today, instead of fearing the future, I look forward to it. Clara's House—and Clara Ramos herself—have showed me how to stand up and work for myself." Jane concluded, "I am living proof that shelters such as Clara's House deserve your support. Please give whatever you can. Thank you."

B. Choose the best answer to each question.

1. What is the setting of this story?
   (1) the office of a charity
   (2) a women's shelter
   (3) a public hall

2. Which of the following best explains why Jane speaks out in support of Clara's House?
   (1) Jane has always cared about victims of domestic violence.
   (2) Jane was personally helped there.
   (3) Jane always wanted to make speeches.

3. What is the main idea of Jane's speech?
   (1) Clara Ramos is a wonderful woman to know.
   (2) Jane is going to be a lawyer in the future.
   (3) Clara helped Jane turn her life around.

C. Combine the following clauses to write complex sentences. Use commas, periods, and capital letters correctly.

1. When Jane becomes a lawyer. She can help other victims of domestic violence.

   ____

2. Clara will open more shelters. If she has the money.

   ____

3. Because some victims are afraid to speak. It can be hard to help them.

   ____

4. Although some victims want to leave. They may not know where to go.

   ____

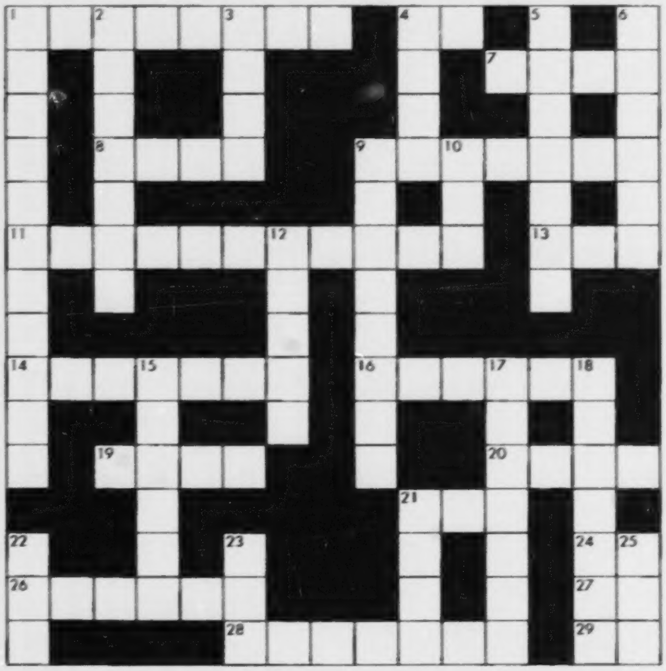
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list below.

ACROSS

1. Put in jail
4. You and I
7. There's no place like _____.
8. Give and _____
9. Decisions; selections
11. Land where Native Americans were sent
13. 2,000 pounds
14. To influence; move to action
16. The Bill of _____
19. Look at something; That room has a lovely _____.
20. Not on time
21. Body part above leg; rhymes with *zip*
24. He, she, or _____
26. To alter
27. Opposite of *yes*
28. More than a few
29. Don't stay.

DOWN

1. Emotional or spiritual encouragement
2. Speak out against
3. Rescue or preserve
4. To hope for something
5. Refuse to support or buy from
6. President Mandela's first name
9. Offspring; young people
10. Possess; have
12. Mad feeling; rage
15. Jail
17. Useful
18. The time and place of a story
21. You brush or comb it.
22. Frozen water
23. Opposite of *no*
25. Also



WORD LIST

anger
boycott
change
children
choices
go
hair
helpful
hip
home
ice
imprison
inspiration
inspire
it
late
Nelson
no
own
prison
protest
reservation
Rights
save
setting
several
take
ton
too
view
we
wish
yes

Lesson 10

Think About It: Identify Viewpoint

A **viewpoint** is a belief or opinion about a topic based on a person's life experiences.

A. Read the review.

Getting What You Want out of Life

Last week, I read a magazine article that made me think hard about my life. The article was called "Getting What You Want out of Life." It featured people who have made big changes in their lives. I enjoyed the story of a woman in Kansas who left her job as a seamstress and started her own dry cleaning business. I also liked the example of a man who moved to Alaska after dreaming about it for years.

The second half of the article gave five steps to follow in order to achieve your goals. These steps were not specific enough. The author didn't talk about how every person's life is different. The same five steps won't work for everyone. Still, the article did make me think about how I could start to direct my own life. It was well worth reading for that.

B. Answer the questions.

1. Complete this chart about the review.

What the reviewer liked	**What the reviewer didn't like**
______________________________	______________________________
______________________________	______________________________

2. Was the review mainly positive or negative? ______________________________

Underline a phrase in the review that helps explain your answer.

Word Work: Review of Dividing Words into Syllables

Here are tips you have learned for dividing unfamiliar words into syllables:

Tip 1 Divide between vowels that have separate sounds: **cre / ate**

Tip 2 Do not divide between vowel pairs that make one sound: **eas / i / ly**

Tip 3 Do not divide vowel-consonant clusters: **cir / cu / lar**

Tip 4 Divide between double consonants: **car / riage**

Tip 5 Divide between a consonant and a blend or digraph: **pur / chase**

Tip 6 Divide before a consonant plus *le* at the end of a word: **wrin / kle**

Remember: There are exceptions to all these tips. If you say a word you don't recognize the first time you try, keep trying until you hear a word you recognize.

Read these words. Write the number of syllables you hear in front of each word. Draw lines where you divide the syllables.

_____ **1.** eager
_____ **2.** lobby
_____ **3.** liability
_____ **4.** allowance
_____ **5.** boundless
_____ **6.** issue
_____ **7.** complete
_____ **8.** parent
_____ **9.** powerless
_____ **10.** creative

_____ **11.** prior
_____ **12.** various
_____ **13.** bundle
_____ **14.** towel
_____ **15.** massive
_____ **16.** couple
_____ **17.** error
_____ **18.** merchandise
_____ **19.** idea
_____ **20.** movie

_____ **21.** nimble
_____ **22.** bouncy
_____ **23.** humble
_____ **24.** urgent
_____ **25.** awfully
_____ **26.** astronaut
_____ **27.** reality
_____ **28.** simple
_____ **29.** poison
_____ **30.** neighborhood

Lesson 11

Think About It: Understand Character, Setting, and Plot

The **characters** are the people in a story. The **setting** is where and when the story takes place. The **plot** is the plan of action or series of events in a story. Most plots have three parts: the rising action, the climax, and the falling action.

A. Read the story.

The Day My Life Changed

One evening six months ago, my doorbell rang. Because my husband Eddie was fighting in the Gulf War, I was afraid right away. When I opened the door, I saw two soldiers. My heart pounded. Why were they here?

One soldier began speaking. "Mrs. Gomez, we have bad news. We are sorry to tell you that your husband has been killed in the line of duty. His tank was hit in a ground assault." I remember crying out. I know the men helped me sit down. I do not remember anything else about that night.

Today, my daughter and I are rebuilding our lives. She is too young to remember her father. But I will tell her the kind of man he was: what he stood for and what he died for.

B. Choose the best answer to each question.

1. What is the climax of this story?
(1) Mrs. Gomez learns that her husband is dead.
(2) Mrs. Gomez describes rebuilding her life.
(3) Mrs. Gomez answers the door.

2. Based on this story, what kind of person is Mrs. Gomez?
(1) shy and afraid
(2) loving and brave
(3) friendly and outgoing

Word Work: Summary of Strategies for Recognizing Words

To recognize unfamiliar words, you can

- use context clues
- divide long words into smaller parts:
  a. the smaller whole words in a compound word
  b. prefixes, roots, and suffixes
  c. syllables

A. Context Write what the underlined words mean.

1. Will is pessimistic. He always looks at the gloomy side of things.
pessimistic means ________________

2. Sylvia is so ambitious that she'll do anything to make it to the top.
ambitious means ________________

3. The signature on the document is authentic, or genuine, I assure you.
authentic means ________________

B. Compound Words Draw a line between the two words that make up each compound.

4. doorbell **5.** wartime **6.** afternoon **7.** grandparents

C. Prefixes, Roots, and Suffixes Draw lines to divide each word into a prefix, root, and suffix.

8. uncertainly **9.** renewable **10.** explosion **11.** preventable

D. Syllables Draw lines where you divide the syllables.

12. revolve **13.** private **14.** experience **15.** compromise

Lesson 12

Think About It: Make Inferences

You can **infer** ideas when you read by using clues to figure out something that is not actually stated.

A. Read the poem.

The Drum-maker

Joseph Bruchac

He owns no car
He does not wish
to go to the capital city
make laws
drink Gordon's gin

He makes
from the living wood
in the season after rains
deep heavy drums

On the ones which are
most beautiful
he carves a human face.

B. Answer the questions.

1. Check each inference you can make about the drum-maker.

_____ He prefers a quiet life.
_____ He enjoys politics.
_____ He wants material success.
_____ He is good with his hands.
_____ He lives in the country.
_____ He loves nature and beauty.
_____ He likes Gordon's gin.
_____ He is artistic.
_____ He makes a lot of money.
_____ He is not married.

2. What is the theme of this poem?
(1) How drums are made
(2) How an artist lives
(3) Life in the modern world

Writing Skills Practice: **Fixing Sentence Fragments**

A **sentence fragment** is an incomplete thought. It is important to write complete sentences, not sentence fragments. You can fix sentence fragments in two ways:

- You can fix some fragments by adding a subject or verb and other words to complete the thought.
- If a fragment is a dependent clause, you can fix it by connecting it to an independent clause.

A. Read the paragraphs. Underline the sentence fragments.

What moves people to express themselves? Important social issues do. People often have strong feelings. About homelessness, child care, and crime. They may have strong feelings because of a personal experience. Or a family member's experience.

How can people express themselves? They can write letters to their newspaper. Take an active role in their community. Join groups that share their beliefs and concerns. Expressing their viewpoints. These acts can help people cope with strong emotions.

B. On the lines, rewrite each fragment in part **A** as a complete sentence.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

488

C. Read each group of words below. On the line, write **S** if the words form a complete sentence. Write **F** if they form a fragment.

_____ **1.** Like an angry man

_____ **2.** When he writes on his computer

_____ **3.** The way you wear your hair

_____ **4.** He loves to carve

_____ **5.** When does she make quilts

_____ **6.** The words of the song

_____ **7.** Public speaking is difficult

_____ **8.** He sells his works of art somewhere

_____ **9.** Writes long letters

_____ **10.** Artists work hard

_____ **11.** The sound of drums

_____ **12.** Talking on the telephone

_____ **13.** Some people love to sing

_____ **14.** For his own pleasure

_____ **15.** His cooking a work of art

_____ **16.** Expressing themselves by dancing

D. On separate paper, rewrite each group of words in part **C** as a complete sentence. For the complete sentences add a period or question mark at the end. Add words to make the fragments complete sentences.

Reading and Writing Practice

A. Read the story.

Ruben's Pet Project

For 10 years, I worked as an assistant to a veterinarian. Almost every week, someone brought in an animal that was mistreated or homeless. I saw animals that had been beaten so often they were afraid of people. I saw animals that had been left on the highway.

I decided to do something to help. I started "Animal Care," a rescue program for homeless animals.

In our storefront office, we have two small rooms with phones, an examination table, clean cages, and supplies. The staff includes me and five volunteers. "Animal Care" may be small, but we do what we can.

To let people know about "Animal Care," I posted flyers all over the neighborhood. I asked local businesses and veterinarians for donations.

If people know of an animal that needs help, they can call us. Someone from "Animal Care" will pick up the animal. We will care for it until we can place it in a loving home. If it's badly hurt, a local veterinarian volunteers her services. So far, we have rescued dogs, cats, parrots, and even a potbellied pig. We have also rescued wild animals. We receive an average of 12 calls a week.

"Animal Care" is needed because animals can't speak for themselves. They rely on people to treat them fairly. We have a responsibility to treat wild animals with respect and our pets with love.

B. Choose the best answer to each question.

1. Which best describes Ruben's viewpoint?
(1) Most people treat animals unfairly.
(2) Animals can take care of themselves.
(3) People should treat animals well.

2. "Animal Care" can best be described as
(1) a money-making hobby
(2) a fast-growing business
(3) a small but necessary service

3. What kind of person can you infer that Ruben is?
(1) self-serving and ambitious
(2) caring and capable
(3) easy-going and lazy

C. Rewrite each of the following fragments as a complete sentence. Use commas and capital letters correctly.

1. Care deeply about animals.

____

2. Mistreated or homeless animals.

____

3. Because animals can't speak for themselves.

____

4. To treat animals with respect.

____

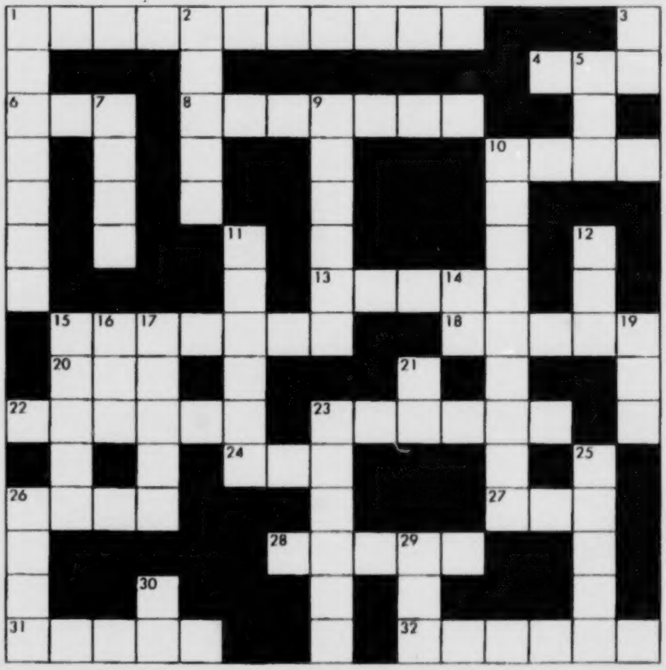
Crossword Puzzle Use the clues to help you fill in the puzzle with words from the list below.

ACROSS

1. A movie about a real-life event
4. Forbid or prohibit
6. To take or receive
8. Member of an army
10. What people call you by
13. It can be AM or FM.
15. An attack
18. A tale
20. A connecting word; rhymes with *hut*
22. Give to a cause
23. Say again
24. Payable: That bill is _____ today.
26. Opposite of *start*
27. Opposite of *beginning*
28. Battle
31. Opposite of *life*
32. Makes a picture with a brush

DOWN

1. A serious manner: She carried herself with _____.
2. Songs; tunes
3. Opposite of *off*
5. An _____ and a leg
7. An armored vehicle
9. Dry, barren land
10. Try to reach agreement
11. Injured physically or with words
12. Opposite of *peace*
14. I am, you are, he _____
15. Nearly; almost
16. It rises in the morning.
17. What it takes to mail a letter
19. Opposite of *no*
21. Not down
23. An opinion about a show, a book, or a piece of art
25. A grown-up
26. You walk on this at the beach.
29. A _____, skip, and a jump
30. Rhymes with *sat*



WORD LIST

about
abused
adult
arm
assault
at
ban
but
death
desert
dignity
documentary
donate

due
end
fight
get
hop
is
music
name
negotiate
on
paints
radio
repeat

review
sand
soldier
stamp
stop
story
sun
tank
up
war
yes

Answer Key

When sample answers are given, your answers may use different wording but should be similar to them.

▼ Lesson 1

Think About It: Find the Theme (p. 4)

A. 1. the birth of a child
2. (2)
B. 3. important firsts
4. (3)

▼ Lesson 2

Think About It: Understand the Plot (p. 5)

Sample answers:

Rising action: Kim had put her son to bed and was thinking of her new job. Matt cried out.

Climax: Matt had a bad cut on his hand. Kim called 911.

Falling action: Matt got stitches on his hand. Kim talked to Matt about the accident.

Word Work: Using Context Clues to Figure Out Word Meaning (p. 6)

A. 1. (2)
2. (3)
3. (1)
B. 4. b
5. c
6. a

▼ Lesson 3

Think About It: Find the Main Idea and Details (p. 7)

B. 1. Clemente reached his dream of baseball greatness and became a great human being as well.
2. a. won four batting titles
  b. won the National League Most Valuable Player award
  c. played on twelve All-Star teams
  d. died trying to help earthquake victims

Word Work: Recognizing Words (p. 8)

A. 1. any + time
2. up + roar
3. air + plane
4. ball + park
5. no + where
6. guide + lines
7. out + standing
8. earth + quake
9. boy + friend
10. work + place

B. base/ball *or* foot/ball
foot/ball *or* base/ball
news/paper
awe/struck
world/wide
life/times

Writing Skills Practice: Compound Sentences (p. 9)

A. 1. I have great expectations for myself, and I have great expectations for my kids.
2. I did not go to college, but I do have a good job.
3. I may stay with my company, or I might start my own business.
4. My kids work hard in school, so they can go to college.
5. My daughter wants to be a pilot, and my son is interested in flying, too.
6. I will not tell them what careers to choose, but I will give them advice if they ask.
7. They should think about work they enjoy, and they should consider their skills and talents.
8. Jobs sometimes change rapidly, so workers need to learn many skills.

B. Next week my son is going to New York City, and I am going with him. We might take the bus, or we may take the train. I'm excited. We did not get tickets to Broadway, but we will see the Statue of Liberty. My son has been to New York many times, so we won't get lost. He wants to use the subway, but I'd prefer to take cabs.

C. 1. Yesterday we got our paychecks, and I got a small raise.
2. Some other workers got raises, too, but my friend Tony did not.
3. Many people are out of work, so I can't complain.
4. I may save all the extra money, or I may spend some of it on myself!
5. I will save some of the money, so I can go on vacation this summer.
6. The rest of the money can go into savings, so I can retire someday.

Reading and Writing Practice (p. 11)

B. 1. (2)
2. (2)
3. (1)
C. 1. Jimmy is a steelworker, but he wants to be a singer.
2. A talent contest is being held, and Jimmy is going to sing in it.
3. Jimmy stops to check out an accident, so he misses the contest.

Crossword Puzzle

E	X	P	E	C	T	A	T	I	O	N	■	M	A	N
X	■	R	■	■	E	■	H	■	■	O	■	A	■	E
P	L	O	T	■	N	■	E	■	■	W	■	I	■	W
E	■	F	■	■	S	O	M	E	T	H	I	N	G	■
R	■	E	■	H	E	R	E	■	■	E	■	■	■	■
I	■	S	■	I	■	■	■	W	O	R	L	D	■	■
E	■	S	■	G	■	■	■	■	■	E	■	I	T	S
N	E	I	G	H	B	O	R	■	■	■	■	S	■	E
C	■	O	■	■	A	■	■	■	■	■	■	C	■	R
E	■	N	■	■	S	U	P	P	O	R	T	I	N	G
■	■	A	■	■	E	■	■	E	■	I	■	P	■	E
S	E	L	F	■	B	■	B	O	S	S	■	L	■	A
O	■	■	I	■	A	■	■	P	■	I	■	I	■	N
N	■	■	N	■	L	■	■	L	■	N	■	N	■	T
G	U	I	D	E	L	I	N	E	■	G	U	E	S	S

▼ Lesson 4

Think About It: Find the Theme (p. 14)

B. 1. (2)
2. sailed in a boat; watched their land get farther away; sailed across the ocean; got new jobs; fell in love; started new homes; had children
3. (1)

▼ Lesson 5

Think About It: Draw Conclusions (p. 15)

A. 1. (1)
2. Possible underlined words: I don't feel ready to go back to work yet. I'm not looking forward to next week. I'll miss you during the day.

B. 3. (3)
4. Possible underlined words: you are much too precious for me to risk having a drink

Word Work: Prefixes and Roots (p. 16)

A. 1. mis + place
2. anti + social
3. trans + atlantic
4. mis + state
5. pre + mature
6. mis + judge
7. pre + historic
8. pre + screen
9. anti + drug
10. trans + action

B. My name is Don. I am Tina's husband. My life has been **transformed** since David was born. I hope it is not a **mistake** for Tina to go back to work. A child's **preschool** years go quickly. I'm not **antifeminist** or against working mothers. I just want the best for David and Tina.

▼ Lesson 6

Think About It: Understand Character (p. 17)

B. Sample answers:
1. police captain in Hillwood, loves the power of his job
2. angry at Tanner, controls his family and his officers with an iron hand
3. the other officers fear him
4. has a teenage son, controls his family, is sure of his control

Word Work: Prefixes, Roots, and Suffixes (p. 18)

A. 1. a. pre + vent + able
b. (1)
2. a. in + vest + or
b. (2)
3. a. ex + tens + ion
b. (1)

B. What Uncle Lou did is **incredible**. He was an **unusually generous** man. Yet no one in the family could have **predicted** what he did. After all, no **reasonable** person would leave all his money to his cat! It was **unbelievable**!

Writing Skills Practice: Complex Sentences (p. 19)

A. 1. I do not want another child while I am working.
2. My grandfather died after he lived a long, happy life.
3. I hope to know my own grandchildren before I die.
4. My parents were divorced when I was in high school.
5. My great-grandmother kept a journal after she came to the United States.
6. I got my first apartment when I was 20.
7. Our family will go out to dinner when my husband gets his raise.
8. We talk about all sorts of things while we eat dinner.
9. I think about my own childhood before I criticize my child.
10. I understood my parents better after I had children of my own.
11. I was very close to my grandchildren when they were babies.
12. Children need a lot of care while they are growing up.
13. Our life was much simpler before we had children.
14. I missed my children very much after they left home.

B. My father was 40 years old when I was born. He often worked long hours while I was growing up. I got my own apartment after I turned 20. I am moving to New York when my company relocates next year. I wish we could become closer before I move away.

C. 1. I gave a baby up for adoption when I was 17 years old.
2. I thought hard about my choices before the adoption was final.
3. I often thought about my son after he was adopted.
4. Imagine my shock when he called me on the phone last week.
5. My son also wondered about me while he was growing up.

Reading and Writing Practice (p. 21)

B. 1. (1) 2. (3) 3. (2)

C. 1. Often family problems are addressed after they have become serious.
2. Parents and children should talk about problems when they first occur.
3. That way, they can solve problems before it is too late.
4. However, it's hard to find time to talk about problems while everyone is so busy.
5. Children had fewer choices to make when life was simpler.
6. Children understand their parents better after they grow up.

Crossword Puzzle

B	I	R	T	H	P	L	A	C	E					L
O		O		A		E		A				J		A
A		B	O	Y		A	F	T	E	R	N	O	O	N
T		B				D				I		U		D
	B	E	F	O	R	E		S	O	B	E	R		
		R		U		R		U				N	A	P
D	A	Y		T				S				A		R
	L		M					P	E	A	R	L		E
	C	R	I	M	E			E		D				F
	O		S			D	E	C	A	D	E			I
	H	O	T					T		I		F	I	X
	O		A							C				
A	L	I	K	E		G	U	I	L	T	Y		S	O
N			E			U				E			O	
D				M	O	N	E	Y		D	R	I	N	K

▼ Lesson 7

Think About It: Identify Setting (p. 24)

B. 1. (2)
2. (3)
3. messy, dark, quiet, dirty, cluttered

Word Work: Dividing Words into Syllables (p. 25)

A. 1. (2) gar/bage
2. (3) in/fer/ence
3. (3) al/ler/gy
4. (4) pri/or/i/ty
5. (3) vi/o/let
6. (2) di/vorce
7. (2) joy/ous
8. (3) lin/e/age
9. (3) in/ter/view
10. (2) for/mer
11. (4) cau/li/flow/er
12. (3) se/ri/ous
13. (2) al/ter
14. (2) for/est
15. (3) re/al/ize

B. Two Syllables: between, members, legal, victim, freedom, create

Three Syllables: violence, behavior, domestic

▼ Lesson 8

Think About It: Understand the Main Idea and Details (p. 26)

B. 1. (2)
2. damp, tense, chilly, cramped cell, skimpy clothes

Word Work: More Dividing Words into Syllables (p. 27)

A.

1. hud/dle	6. fun/ny	11. hap/py
2. sta/ble	7. man/tle	12. nar/row
3. com/plaint	8. mis/trust	13. dis/charge
4. mil/lion	9. bar/rel	14. com/mon
5. hag/gle	10. en/trance	15. in/spire

B. Two Syllables: justice, against, civil, Europe

Three Syllables: Germany, Presidents, United, examples

Four Syllables: responsible

▼ Lesson 9

Think About It: Identify Viewpoint (p. 28)

B. 1. (1) 2. (2)

Writing Skills Practice: More on Complex Sentences (p. 29)

A. 1. U.S. citizens become eligible to vote when they turn 18.
2. Some people do not vote because they are not registered.
3. If everyone knew how simple it is to register, more people might vote.
4. People can register to vote when they apply for a driver's license.
5. Although the right to vote does not solve all our problems, it does give every citizen a voice in government.
6. If every citizen cast a vote, our government would represent us more fully.
7. Citizens of some countries do not vote because they aren't allowed to.
8. If U.S. citizens were barred from voting, more people would want to vote.

B. Janet Wood became a voice for justice last year after she had a serious car accident. Because Janet lost the use of her legs, she knows the challenges that people with disabilities face. Although Janet was a quiet woman, she now gives speeches and organizes rallies. Janet knows progress can be made if people unite to take action.

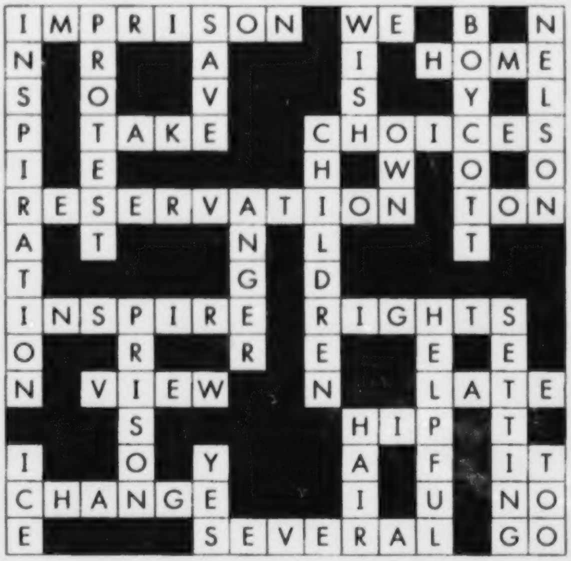
C. 1. When you think of voices for justice, you may think only of famous people.
You may think only of famous people when you think of voices for justice.
2. Since everyone has seen unfairness, anyone can be a voice for justice.
Anyone can be a voice for justice since everyone has seen unfairness.
3. If you believe you have witnessed an injustice, you have a duty to speak against it.
You have a duty to speak against it if you believe you have witnessed an injustice.

Reading and Writing Practice (p. 31)

B. 1. (3) 2. (2) 3. (3)

C. 1. When Jane becomes a lawyer, she can help other victims of domestic violence.
2. Clara will open more shelters if she has the money.
3. Because some victims are afraid to speak, it can be hard to help them.
4. Although some victims want to leave, they may not know where to go.

Crossword Puzzle



I	M	P	R	I	S	O	N	■	W	E	■	B	■	N
N	■	R	■	■	A	■	■	■	I	■	H	O	M	E
S	■	O	■	■	V	■	■	■	S	■	■	Y	■	L
P	■	T	A	K	E	■	■	C	H	O	I	C	E	S
I	■	E	■	■	■	■	■	H	■	W	■	O	■	O
R	E	S	E	R	V	A	T	I	O	N	■	T	O	N
A	■	T	■	■	■	N	■	L	■	■	■	T	■	■
T	■	■	■	■	■	G	■	D	■	■	■	■	■	■
I	N	S	P	I	R	E	■	R	I	G	H	T	S	■
O	■	■	R	■	■	R	■	E	■	■	E	■	E	■
N	■	V	I	E	W	■	■	N	■	■	L	A	T	E
■	■	■	S	■	■	■	■	■	H	I	P	■	T	■
I	■	■	O	■	Y	■	■	■	A	■	F	■	I	T
C	H	A	N	G	E	■	■	■	I	■	U	■	N	O
E	■	■	■	■	S	E	V	E	R	A	L	■	G	O

▼ Lesson 10

Think About It: Identify Viewpoint (p. 34)

B. 1. What the reviewer liked: the story of the Kansas woman, the story of the man who moved
What the reviewer didn't like: the five steps weren't specific enough, they wouldn't apply to everyone.
2. positive. Sample phrases: made me think hard about my life; It was well worth reading for that.

Word Work: Review of Dividing Words into Syllables (p. 35)

A. 1. (2) ea/ger
2. (2) lob/by
3. (5) li/a/bil/i/ty
4. (3) al/low/ance
5. (2) bound/less
6. (2) is/sue
7. (2) com/plete
8. (2) par/ent
9. (3) pow/er/less
10. (3) cre/a/tive
11. (2) pri/or
12. (3) var/i/ous
13. (2) bun/dle
14. (2) tow/el
15. (2) mas/sive
16. (2) cou/ple
17. (2) er/ror
18. (3) mer/chan/dise
19. (3) i/de/a
20. (2) mov/ie
21. (2) nim/ble
22. (2) bounc/y
23. (2) hum/ble
24. (2) ur/gent
25. (3) aw/ful/ly
26. (3) as/tro/naut
27. (4) re/al/i/ty
28. (2) sim/ple
29. (2) poi/son
30. (3) neigh/bor/hood

▼ Lesson 11

Think About It: Understand Character, Setting, and Plot (p. 36)

B. 1. (1)
2. (2)

Word Work: Summary of Strategies for Recognizing Words (p. 37)

A. 1. *pessimistic* means gloomy
2. *ambitious* means driven to get to the top
3. *authentic* means genuine

B. 4. door/bell 5. war/time 6. after/noon
7. grand/parents

C. 8. un/certain/ly 9. re/new/able
10. ex/plos/ion 11. pre/vent/able

D. 12. re/volve 13. pri/vate 14. ex/pe/ri/ence
15. com/pro/mise

▼ Lesson 12

Think About It: Make Inferences (p. 38)

B. 1. Inferences: He prefers a quiet life.
He is good with his hands.
He lives in the country.
He loves nature and beauty.
He is artistic.
2. (2)

Writing Skills Practice: Fixing Sentence Fragments (p. 39)

A. What moves people to express themselves? Important social issues do. People often have strong feelings. About homelessness, child care, and crime. They may have strong feelings because of a personal experience. Or a family member's experience.

How can people express themselves? They can write letters to their newspaper. Take an active role in their community. Join groups that share their beliefs and concerns. Expressing their viewpoints. These acts can help people cope with strong emotions.

B. Sample answers.
1. People often have strong feelings about homelessness, child care, and crime.
2. They may have strong feelings because of a personal experience or a family member's experience.
3. They can take an active role in their community.
4. They can join groups that share their beliefs and concerns.
5. Expressing their viewpoints helps people cope with strong emotions.

C. 1. F
2. F
3. F
4. S
5. S
6. F
7. S
8. S
9. F
10. S
11. F
12. F
13. S
14. F
15. F
16. F

D. Sample sentences:
1. He sounds like an angry man.
2. He writes faster when he writes on his computer.
3. The way you wear your hair tells something about you.
6. The words of the song mean a lot to me.
9. Nobody writes long letters by hand anymore.
11. The sound of drums is loud and steady.
12. I love talking on the telephone.
14. He cooks for his own pleasure.
15. His cooking is a work of art.
16. Some people enjoy expressing themselves by dancing.

Reading and Writing Practice (p. 41)

B. 1. (3)
2. (3)
3. (2)

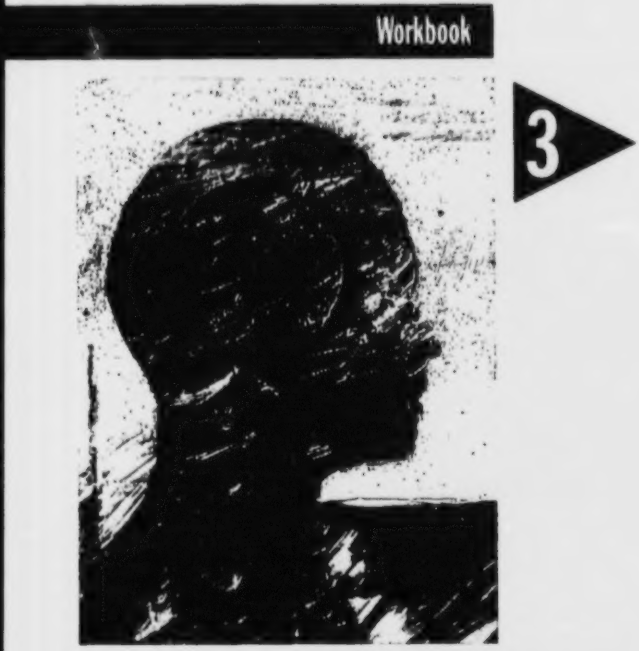
C. Below are sample answers.
1. Ruben and his staff care deeply about animals.
2. Mistreated or homeless animals need help.
3. We need programs like "Animal Care" because animals can't speak for themselves.
4. People have a responsibility to treat animals with respect.

Crossword Puzzle

D	O	C	U	M	E	N	T	A	R	Y				O
I				U								B	A	N
G	E	T		S	O	L	D	I	E	R			R	
N		A		I			E				N	A	M	E
I		N		C			S				E			
T		K			A		E				G		W	
Y					B		R	A	D	I	O		A	
	A	S	S	A	U	L	T			S	T	O	R	Y
	B	U	T		S				U		I			E
D	O	N	A	T	E		R	E	P	E	A	T		S
	U		M		D	U	E				T		A	
S	T	O	P				V				E	N	D	
A						F	I	G	H	T			U	
N			A				E		O				L	
D	E	A	T	H			W		P	A	I	N	T	S

Voyager

Reading and Writing for Today's Adults



Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

Teacher's Resource Guides

Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

Placement Tool

The easy-to-use placement tool helps place students in the appropriate *Voyager* student book.

ISBN 1-56420-163-5
New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York
800-448-8878

Puzzles

Voyager

Reading and Writing for Today's Adults

3

Emma Iulo

New Readers Press

Voyager: Reading and Writing for Today's Adults™
Puzzles for Voyager 3
ISBN 1-56420-243-7

Copyright ©1999
New Readers Press
U.S. Publishing Division of Laubach Literacy International
Box 131, Syracuse, New York 13210-0131

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3 2

Director of Acquisitions and Development: Christina Jagger
Content Editor: Mary Hutchison
Production Director: Deborah Christiansen
Designer: Kimbrly Koennecke
Cover Designer: Kimbrly Koennecke
Copy Editor: Judi Lauber

CONTENTS

Lesson 1 4

Lesson 2 5

Lesson 3 6

Unit 1 Review 7

Lesson 4 8

Lesson 5 9

Lesson 6 10

Unit 2 Review 11

Lesson 7 12

Lesson 8 13

Lesson 9 14

Unit 3 Review 15

Lesson 10 16

Lesson 11 17

Lesson 12 18

Unit 4 Review 19

Answer Key 20

LESSON 1

Use the clues to help you fill in the food words listed below. Then put the letters that are above numbers in the blanks at the bottom according to their numbers. You will have a proverb from Germany. The first one has been done for you.

BEANS
BREAD
CAKE
✓ CHEESE
COOKIES
EGGS
MUFFINS
PIE
STEAK

Swiss or cottage __ C H E E S E
(1 under H, 2 under last E)

Bran or blueberry __ ___ ___ ___ ___ ___ ___ ___
3 4

Fried, poached, or scrambled __ ___ ___ ___ ___
5

French or rye __ ___ ___ ___ ___ ___
6

Apple or pumpkin __ ___ ___ ___
7

Chocolate chip or oatmeal raisin __ ___ ___ ___ ___ ___ ___ ___
8 9

T-bone, flank, or round __ ___ ___ ___ ___ ___
10 11

Kidney, lima, or green __ ___ ___ ___ ___ ___
12

Pineapple upside-down __ ___ ___ ___ ___
13

The proverb from Germany: H ___ ___ ___ E ___   ___ ___
1 3 4 5 2 6   7 9

___ H E   ___ E ___ ___   ___ ___ ___ ___.
10 1 2   12 2 9 10   13 8 8 11

Answers on page 20.

LESSON 2

Use the context clues to help you fill in the answer words listed below. After you fill in the blanks, the boxed letters will spell a phrase that means be very careful and avoid danger. The first one has been done for you.

ALARM
AUTHORITY
EXPERIENCE
FINGERS
INTERVIEW
LOUDLY
✓PROBLEM
SETTING
THURSDAY
YEAR

Please help me with this math ___. [P] R O B L E M

Todd spoke ___, so everyone could hear. ☐ _ _ _ _ _ _

There was a four-___ fire last night. ☐ _ _ _ _

There are 52 weeks in a ___. ☐ _ _ _

I have a job ___ today. ☐ _ _ _ _ _ _ _ _

Thanksgiving is always on a ___. ☐ _ _ _ _ _ _ _

An assembly line is the ___ for the story. ☐ _ _ _ _ _ _

Kim gave Todd ___ to shut down the line. ☐ _ _ _ _ _ _ _ _

Each hand has five ___. ☐ _ _ _ _ _ _

Kim had 10 years'___ at that job. ☐ _ _ _ _ _ _ _ _ _

Answers on page 20.

LESSON 3

Fill in the blanks with the words listed here to make pairs of compound words. Use the clues to help you. Check off each word as you use it. The first pair has been done for you.

AIR
ATE
BASKET
BEAT
BED
BONE
BOX
COME
✓HANDY
✓HOLE
IN
KICK
LEFT
MAKE
MATE
PAPER
ROOM
WALK

He does odd jobs H A N D Y MAN
Entry into an underground pipe MAN H O L E

A place to sleep ___ ___ ___ ROOM
Someone who shares living space ROOM ___ ___ ___ ___

Food remaining from a meal ___ ___ ___ ___ OVER
Had too much for dinner OVER ___ ___ ___

A fast way to send letters ___ ___ ___ MAIL
A place to put letters MAIL ___ ___ ___

A workers' strike ___ ___ ___ ___ OUT
A result OUT ___ ___ ___ ___

Soft-cover book ___ ___ ___ ___ ___ BACK
Spine BACK ___ ___ ___ ___

Lipstick or eyeliner ___ ___ ___ ___ UP
Happy, cheerful UP ___ ___ ___ ___

Not outdoors ___ ___ SIDE
Pal, buddy SIDE ___ ___ ___ ___

Shaq's sport ___ ___ ___ ___ ___ ___ BALL
A place for dancing BALL ___ ___ ___ ___

Answers on page 20.

UNIT 1 REVIEW

Each word below can describe the way a person might feel. Fill in the missing letters. Then put those letters in the blanks at the bottom according to their numbers. You will have words by Ralph Waldo Emerson, an American poet.

___OPEFUL
1

N___CE
2

UPSE___
3

___ONTENT
4

HAPP___
5

G___OD
6

Q___ALIFIED
7

___ONDERFUL
8

___ESENTFUL
9

GRE___T
10

AN___RY
11

DISCIPLI___ED
12

PROFE___SIONAL
13

Emerson's words:

___ ___ ___ ___ ___   ___ ___ ___ ___   ___ ___ ___ ___ ___
1 2 3 4 1   5 6 7 9   8 10 11 6 12

___ ___   ___   ___ ___ ___ ___.
3 6   10   13 3 10 9

Answers on page 20.

LESSON 4

Look across (→) and down (↓) to find the words for family members listed below. Circle those words in the puzzle. Check off each word as you find it. The first one has been done for you.

A	U	N	T	Q	Y	J	X	T	H	L	G	J
D	G	R	A	N	D	M	O	T	H	E	R	Q
G	R	L	F	I	D	T	T	N	V	J	A	E
R	S	R	N	E	I	D	W	E	S	Y	N	Y
A	T	C	K	C	O	A	C	P	G	V	D	L
N	K	O	T	E	V	D	Q	H	N	F	C	N
D	J	U	U	N	C	L	E	E	A	Z	H	D
F	H	S	J	S	O	N	C	W	J	Q	I	G
A	P	I	D	A	U	G	H	T	E	R	L	A
T	Y	N	A	K	T	T	D	V	M	C	D	V
H	B	R	O	T	H	E	R	K	O	J	R	K
E	Q	R	A	B	G	V	M	S	M	Q	E	G
R	X	D	L	S	I	S	T	E	R	Y	N	T

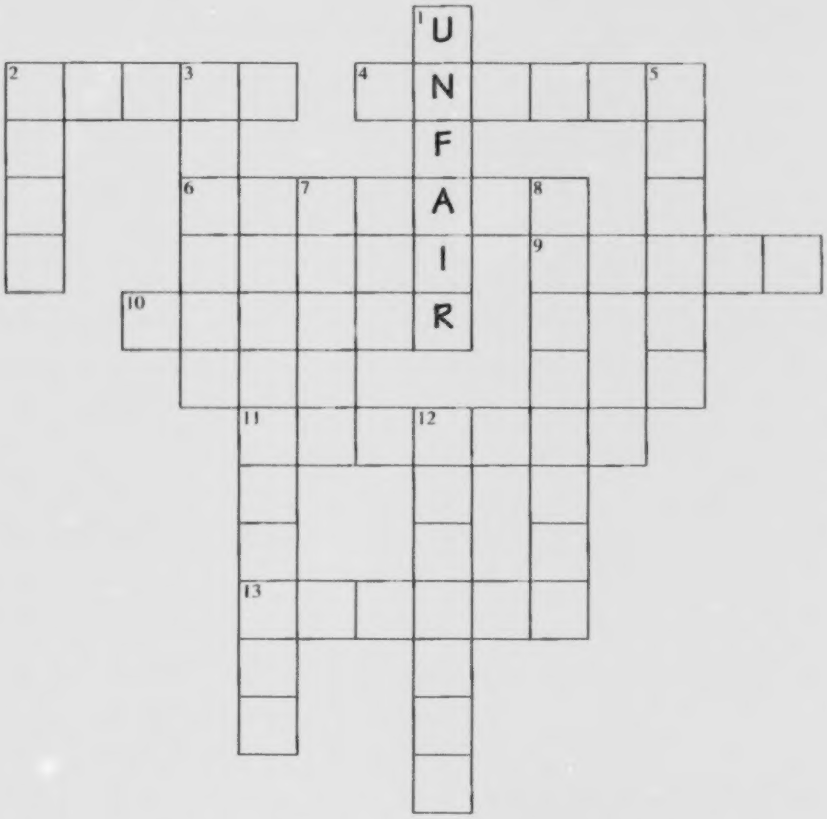
✔AUNT
BROTHER
COUSIN
DAD
DAUGHTER
GRANDCHILDREN
GRANDFATHER
GRANDMOTHER
MOM
NEPHEW
NIECE
SISTER
SON
UNCLE

Answers on page 21.

LESSON 5

Use the clues below to help you choose words from the word list to fill in the puzzle. All answers are words with prefixes. The first one is done for you.

EXPORT
MISFIT
PERFORM
PERHAPS
PERMIT
PREFER
PREPARE
REDO
REFER
RESET
SUBWAY
SUBTRACT
✓UNFAIR
UNLESS
UNWED



Across

2. Change the clock
4. Except if: I'll go __ it rains.
6. Maybe
9. Not married; single
10. Like better: Do you __ pie or cake?
11. Get ready
13. Something that is the wrong size or shape.

Down

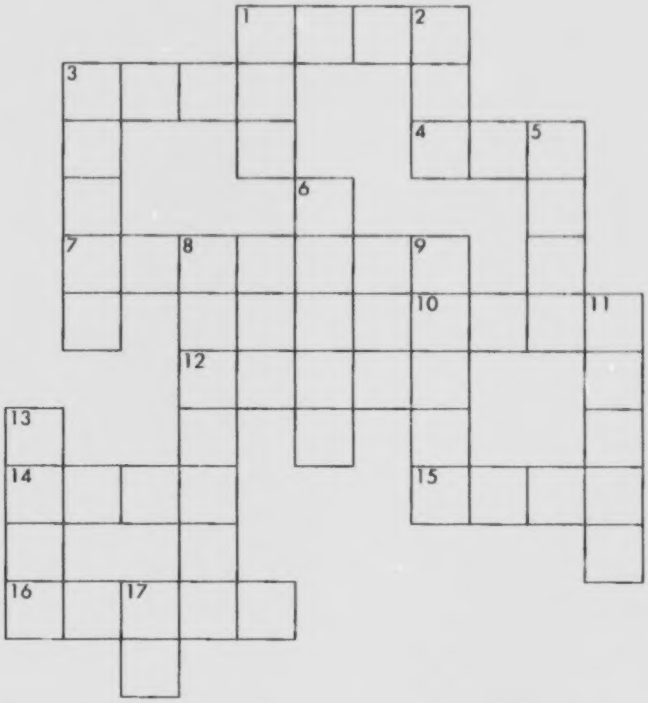
1. Not right or just
2. Fix up again; make over
3. Send goods out of the country
5. Underground transportation
7. Mention: Did Joe __ to me in his speech?
8. Deduct, take away
11. Let, allow
12. Act before an audience

Answers on page 21.

LESSON 6

Fill in the puzzle with words from the word list. Use the clues below to help you. Then put the letters in numbered squares in the blanks at the bottom according to their numbers. You will have the title of the chief law officer of the U.S.

ANGER
BUILD
ENTRY
GO
LARGE
MAP
MISTAKE
NUMB
OLD
OPEN
OVER
POEM
RIGHT
RIM
SOFA
STRANGE
TELL
THEME
YELL



Across

1. Above
3. Inform
4. Chart
7. Error
10. Unfeeling
12. Correct
14. Unclosed
15. Holler
16. Rage

Down

1. Elderly
2. Edge
3. Topic
5. Verse
6. Big
8. Odd
9. Doorway
11. Construct
13. Couch
17. Leave

The law officer:

___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___
16 3 3 14 12 10 9 15   17 9 10 9 12 16 6

Answers on page 21.

UNIT 2 REVIEW

Use the clues to help you fill in the words listed below. Then put the letters above numbers in the blanks at the bottom. You will have a wise saying from China.

CALIFORNIA	FORGETFUL	SEVERAL
CONCLUSION	HUNGRY	TELEVISION
DEPENDABLE	PREDICT	WRINKLES

Ending, as of a speech ___ ___ _1_ ___ ___ ___ ___ ___ _2_ ___

Worry lines in the skin _3_ ___ ___ ___ ___ ___ _4_ ___

Having a poor memory ___ ___ ___ _5_ ___ ___ ___ _6_ ___

Los Angeles, ___ _7_ ___ ___ ___ ___ ___ _8_ ___ ___ ___

More than one ___ ___ _9_ ___ ___ _10_ ___

Where to watch your favorite show _11_ ___ ___ ___ ___ ___ _12_ ___ ___ ___

Say in advance; foretell _13_ ___ ___ ___ _14_ ___ ___

Needing food _15_ ___ ___ ___ ___ ___

Reliable _16_ ___ ___ ___ ___ ___ ___ ___ _17_ ___

The wise saying: _2_ _1_ _4_   _5_ _4_ _1_ _4_ _8_ _10_ _11_ _14_ _2_ _1_

_2_ _13_ _4_ _1_ _12_   _11_ _15_ _4_   _8_ _2_ _10_ _16_   _6_ _13_ _2_ _1_

_3_ _15_ _14_ _7_ _15_   _10_ _1_ _2_ _11_ _15_ _4_ _8_

_5_ _4_ _1_ _4_ _8_ _10_ _11_ _14_ _2_ _1_   _11_ _8_ _10_ _9_ _4_ _17_ _12_ .

Answers on page 21.

509

LESSON 7

See how many three-letter words you can make from the letters in the word *PARTNER*. You can have 2 *R*s in a word, but you can only use the other letters once in each word. Use a dictionary if you're not sure about a word.

PARTNER

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

Score: 6 words = Good 12 words = Very good 18 words = Outstanding

Now see how many four-letter words you can make from the letters in *PARTNER*.

PARTNER

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

Score: 5 words = Good 10 words = Very good 15 words = Outstanding

Answers on page 22.

LESSON 8

Use the clues to help you find the two-word rhyming answers. The words to use are listed below. The first one has been done for you.

✓BUNNY
CANDY
CHEERFUL
CHEVY
CLEVER
CRAZY
DAISY
DANDY
DINER
EARFUL
EVER
FABLE
FELLOW
FINER
✓FUNNY
HEAVY
MELLOW
MOTION
OCEAN
STABLE

Amusing rabbit F U N N Y B U N N Y

Insane flower _ _ _ _ _ _ _ _ _ _

Good news _ _ _ _ _ _ _ _ _ _ _ _ _ _

Good-tasting sweets _ _ _ _ _ _ _ _ _ _

Easy-going man _ _ _ _ _ _ _ _ _ _ _ _

A better eating place _ _ _ _ _ _ _ _ _ _

Sea action _ _ _ _ _ _ _ _ _ _ _

Always smart _ _ _ _ _ _ _ _ _ _

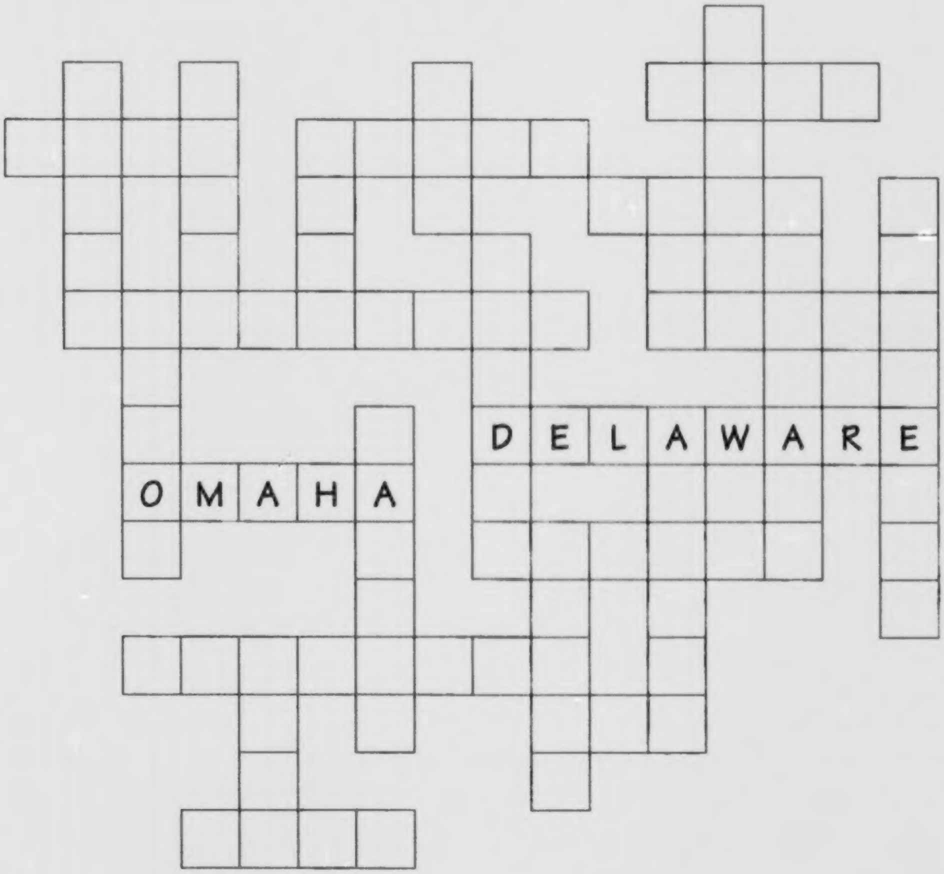
Overloaded car _ _ _ _ _ _ _ _ _ _

Horse barn story _ _ _ _ _ _ _ _ _ _ _

Answers on page 22.

LESSON 9

The words listed below are names of Native American tribes. Fit each name into the puzzle. Check off each name as you use it. Two names are filled in to get you started. Next, find where the only 7-letter and 9-letter names belong.



3 Letters
- FOX
- OTO
- UTE

4 Letters
- CROW
- ERIE
- HOPI
- IOWA
- PIMA
- SAUK
- ZUNI

5 Letters
- ALEUT
- HURON
- MIAMI
- MODOC
- ✓OMAHA
- OSAGE
- SIOUX

6 Letters
- APACHE
- MANDAN
- NAVAHO
- PAWNEE

7 Letters
- ARAPAHO

8 Letters
- CHEYENNE
- ✓DELAWARE
- NEZ PERCE

9 Letters
- CHICKASAW

Answers on page 22.

UNIT 3 REVIEW

The words below relate to the U.S. legal system. Fill in the missing letters. Then put those letters in the blanks at the bottom according to their numbers. You will have a statement written by Martin Luther King, Jr.

CR$\underset{1}{\underline{\quad}}$ME

CLIE$\underset{2}{\underline{\quad}}$T

$\underset{3}{\underline{\quad}}$UDGE

CO$\underset{4}{\underline{\quad}}$RT

ARRE$\underset{5}{\underline{\quad}}$T

$\underset{6}{\underline{\quad}}$RIAL

$\underset{7}{\underline{\quad}}$LERK

L$\underset{8}{\underline{\quad}}$GAL P$\underset{9}{\underline{\quad}}$PERS

JUR$\underset{10}{\underline{\quad}}$

LA$\underset{11}{\underline{\quad}}$YER

$\underset{12}{\underline{\quad}}$EARING

CI$\underset{13}{\underline{\quad}}$IL $\underset{14}{\underline{\quad}}$IGHTS

PRIS$\underset{15}{\underline{\quad}}$N

Dr. King's statement:

$\underset{1}{\underline{\quad}}\,\underset{2}{\underline{\quad}}\,\underset{3}{\underline{\quad}}\,\underset{4}{\underline{\quad}}\,\underset{5}{\underline{\quad}}\,\underset{6}{\underline{\quad}}\,\underset{1}{\underline{\quad}}\,\underset{7}{\underline{\quad}}\,\underset{8}{\underline{\quad}}$ $\underset{9}{\underline{\quad}}\,\underset{2}{\underline{\quad}}\,\underset{10}{\underline{\quad}}\,\underset{11}{\underline{\quad}}\,\underset{12}{\underline{\quad}}\,\underset{8}{\underline{\quad}}\,\underset{14}{\underline{\quad}}\,\underset{8}{\underline{\quad}}$

$\underset{1}{\underline{\quad}}\,\underset{5}{\underline{\quad}}$ $\underset{9}{\underline{\quad}}$ $\underset{6}{\underline{\quad}}\,\underset{12}{\underline{\quad}}\,\underset{14}{\underline{\quad}}\,\underset{8}{\underline{\quad}}\,\underset{9}{\underline{\quad}}\,\underset{6}{\underline{\quad}}$ $\underset{6}{\underline{\quad}}\,\underset{15}{\underline{\quad}}$

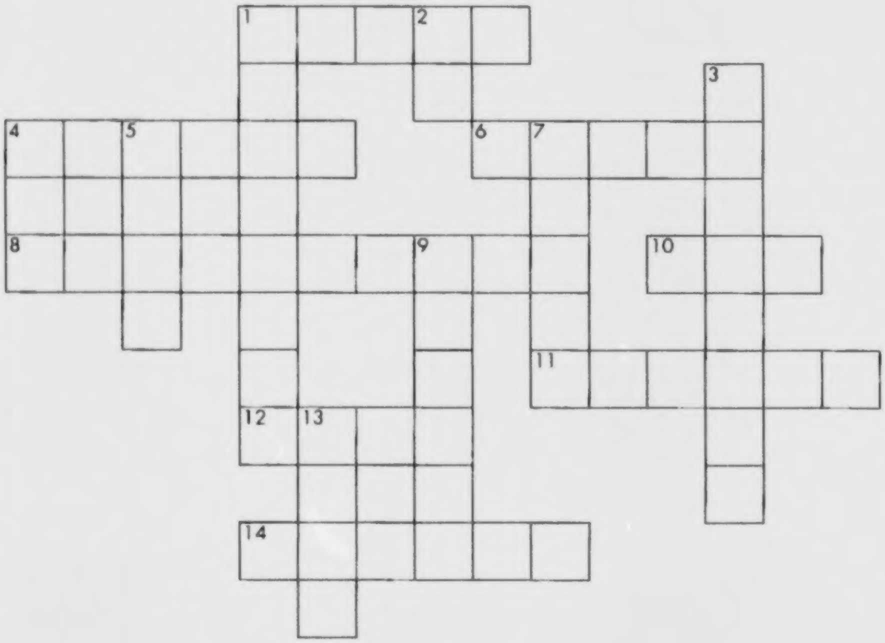
$\underset{3}{\underline{\quad}}\,\underset{4}{\underline{\quad}}\,\underset{5}{\underline{\quad}}\,\underset{6}{\underline{\quad}}\,\underset{1}{\underline{\quad}}\,\underset{7}{\underline{\quad}}\,\underset{8}{\underline{\quad}}$ $\underset{8}{\underline{\quad}}\,\underset{13}{\underline{\quad}}\,\underset{8}{\underline{\quad}}\,\underset{14}{\underline{\quad}}\,\underset{10}{\underline{\quad}}\,\underset{11}{\underline{\quad}}\,\underset{12}{\underline{\quad}}\,\underset{8}{\underline{\quad}}\,\underset{14}{\underline{\quad}}\,\underset{8}{\underline{\quad}}$.

Answers on page 22.

LESSON 10

Use the clues to help you fill in the puzzle with words from the word list. Then put the letters in numbered boxes in the blanks at the bottom. You will have the title of singer Marian Anderson's autobiography.

- AMERICAN
- APRIL
- DASH
- GENTLE
- HONOR
- IN
- LADIES
- LOW
- MEMORIAL
- NONE
- OVEN
- REVIEW
- SHORE
- TALENT
- WASHINGTON
- YOU



Across

1. Fourth month of the year
4. ___ and gentlemen
6. Land on water's edge
8. ___, D.C. (U.S. capital)
10. "I'm fine; how are ___?"
11. Look over again
12. Not any
14. Not harsh or stern

Down

1. Daughters of the ___ Revolution
2. Once ___ a while (seldom)
3. Lincoln ___ (site of concert)
4. Not high
5. A short, fast run
7. Treat with respect
9. A special ability
13. Part of stove used for baking

The title: ___ ___ ___ ___ ___ ___ ,

3 10 4 13 11 5

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ .

8 7 1 9 1 3 13 11 12 2 12 14

Answers on page 23.

LESSON 11

Fill in the blanks with the words listed below to make pairs of compound words. Use the clues to help you. Check off each word as you use it.

BACK
BAG
BARE
BEFORE
BLACK
CAMP
COME
FLY
LOOSE
NAILS
OUT
OVER
PIECE
POT
STICK
SUMMER
SUN
TIP

Large yellow blossom ___ ___ ___ FLOWER
A container for plants FLOWER ___ ___ ___

Area behind a house ___ ___ ___ ___ YARD
36-inch measuring device YARD ___ ___ ___ ___ ___

Without light ___ ___ ___ ___ ___ OUT
A result or effect OUT ___ ___ ___ ___

Walk quietly ___ ___ ___ TOE
They grow on feet TOE ___ ___ ___ ___ ___

Fail to notice ___ ___ ___ ___ LOOK
One who keeps watch LOOK ___ ___ ___

The warmest season ___ ___ ___ ___ ___ ___ TIME
Clock or watch TIME ___ ___ ___ ___ ___

In advance; early ___ ___ ___ ___ ___ ___ HAND
Purse HAND ___ ___ ___

It warms you outdoors ___ ___ ___ ___ FIRE
Light-flashing flying insect FIRE ___ ___ ___

Without shoes or socks ___ ___ ___ ___ FOOT
Free to do as you please FOOT ___ ___ ___ ___ ___

Answers on page 23.

LESSON 12

Use the clues to help you fill in the first word in each pair. Add *one letter* somewhere in the first word to make the second word. The first words are listed below. The second words are all from the poem "Arthur."

COLD
EACH
FRO
HUNT
LOG
OUCH
PAN
SPRIG
WORD

To and ___ (back and forth) ___ ___ ___
Opposite of to ___ ___ ___ ___

Word of sudden pain ___ ___ ___ ___
Feel with the hand ___ ___ ___ ___ ___

Chilly, icy ___ ___ ___ ___
Was able to ___ ___ ___ ___ ___

A section of a tree ___ ___ ___
Of great length ___ ___ ___ ___

Used for baking cakes ___ ___ ___
Ache, hurt ___ ___ ___ ___

Seek, try to find ___ ___ ___ ___
Be constantly on your mind ___ ___ ___ ___ ___

Every one ___ ___ ___ ___
Arrive: ___ your destination ___ ___ ___ ___ ___

Little twig ___ ___ ___ ___ ___
Season after winter ___ ___ ___ ___ ___ ___

By ___ of mouth (spoken) ___ ___ ___ ___
Earth, globe ___ ___ ___ ___ ___

Answers on page 23.

UNIT 4 REVIEW

Each answer word listed below is *the opposite* of its clue. They are all words that might describe a person. When you have filled them in, put the letters above numbers in the blanks at the bottom. You will have a well-known saying by Edward Bulwer-Lytton, 19th-century English author.

ADVENTUROUS
AMBITIOUS
APPRECIATIVE
AWKWARD
ENLIGHTENED
GENEROUS
OPTIMISTIC

Ungrateful ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
1 2

Confused ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
3 4

Cautious ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
5 6

Lazy ___ ___ ___ ___ ___ ___ ___ ___ ___
7 8

Pessimistic ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
9 10

Penny-pinching ___ ___ ___ ___ ___ ___ ___ ___
11 12

Graceful ___ ___ ___ ___ ___ ___ ___
13 14

The saying:

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
2 4 3 1 3 6 7 8 10 7 11 4 2 7 3 12

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
2 4 5 6 2 4 3 8 13 9 12 14

Answers on page 23.

ANSWER KEY

Lesson 1

CHEESE

MUFFINS

EGGS

BREAD

PIE

COOKIES

STEAK

BEANS

CAKE

The proverb from Germany: HUNGER IS THE BEST COOK

Lesson 2

PROBLEM
LOUDLY
ALARM
YEAR

INTERVIEW
THURSDAY

SETTING
AUTHORITY
FINGERS
EXPERIENCE

Lesson 3

HANDYMAN
MANHOLE

BEDROOM
ROOMMATE

LEFTOVER
OVERATE

AIRMAIL
MAILBOX

WALKOUT
OUTCOME

PAPERBACK
BACKBONE

MAKEUP
UPBEAT

INSIDE
SIDEKICK

BASKETBALL
BALLROOM

Unit 1 Review

HOPEFUL
NICE
UPSET
CONTENT
HAPPY
GOOD

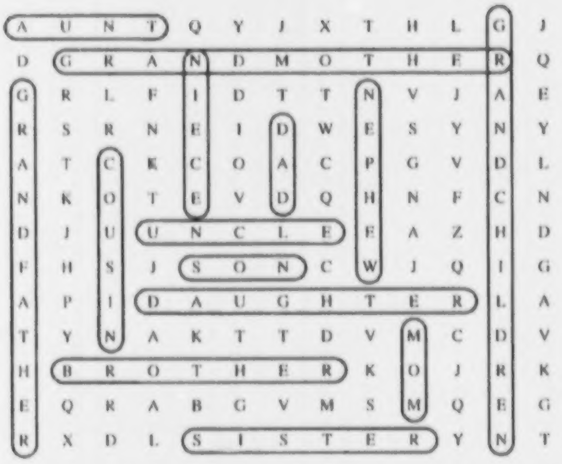
QUALIFIED
WONDERFUL
RESENTFUL
GREAT
ANGRY
DISCIPLINED
PROFESSIONAL

Emerson's words:

HITCH YOUR WAGON TO A STAR.

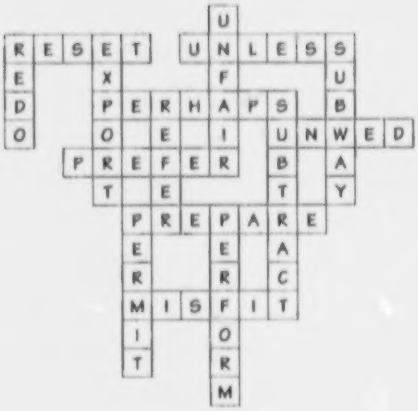
ANSWER KEY

Lesson 4

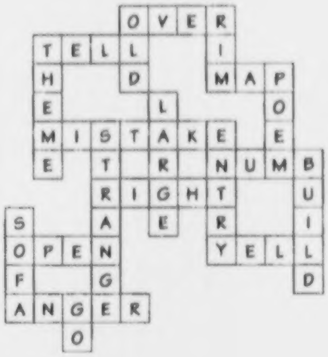


A U N T Q Y J X T H L G J
D G R A N D M O T H E R Q
G R L F I D T T N V J A E
R S R N E I D W E S Y N Y
A T C K C O A C P G V D L
N K O T E V D Q H N F C N
D J U U N C L E E A Z H D
F H S J S O N C W J Q I G
A P I D A U G H T E R L A
T Y N A K T T D V M C D V
H B R O T H E R K O J R K
E Q R A B G V M S M Q E G
R X D L S I S T E R Y N T

Lesson 5


RESET
UNLESS
PERHAPS
UNWED
PREFER
PREPARE
MISFIT
REDO
EXPORT
REFER
UNFAIR
SUBTRACT
SUBWAY
PERMIT
PERFORM

Lesson 6


OVER
TELL
MAP
MISTAKE
NUMB
RIGHT
OPEN
YELL
ANGER
THEME
OLD
RIM
POEM
LARGE
STRANGER
ENTRY
BUILD
SOFA
GO

The law officer:

ATTORNEY GENERAL

Unit 2 Review

CONCLUSION
WRINKLES
FORGETFUL
CALIFORNIA
SEVERAL
TELEVISION
PREDICT
HUNGRY
DEPENDABLE

The wise saying: ONE GENERATION OPENS THE ROAD UPON WHICH ANOTHER GENERATION TRAVELS.

ANSWER KEY

Lesson 7

3 Letters

ANT
APE
APT
ARE
ART
ATE
EAR
EAT
ERA
ERR
NAP
NET
PAN
PAR
PAT
PEA
PEN
PER
PET
RAN
RAP
RAT
REP
TAN
TAP
TAR
TEA
TEN

4 Letters

ANTE
EARN
NAPE
NEAP
NEAR
NEAT
PANE
PANT
PARE
PART
PATE
PEAR
PEAT
PENT
PERT
RANT
RAPE
RAPT
RARE
RATE
REAP
REAR
RENT
TAPE
TARE
TARN
TARP
TEAR
TEAT
TERN
TRAP

Lesson 8

F U N N Y   B U N N Y

C R A Z Y   D A I S Y

C H E E R F U L   E A R F U L

D A N D Y   C A N D Y

M E L L O W   F E L L O W

F I N E R   D I N E R

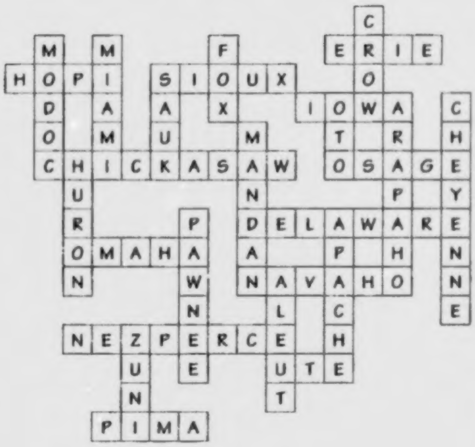
O C E A N   M O T I O N

E V E R   C L E V E R

H E A V Y   C H E V Y

S T A B L E   F A B L E

Lesson 9


C
M M F E R I E
H O P I S I O U X O
D A A X I O W A C
O M U M T R H
C H I C K A S A W O S A G E
U N P Y
R P D E L A W A R E
O M A H A A P H N
N W N A V A H O N
N L C E
N E Z P E R C E H
U E U T E
N T
P I M A

Unit 3 Review

CR I ME
CLIE N T
J UDGE
CO U RT
ARRE S T
T RIAL
C LERK
L E GAL P A PERS
JUR Y
LA W YER
H EARING
CI V IL R IGHTS
PRIS O N

Dr. King's statement:

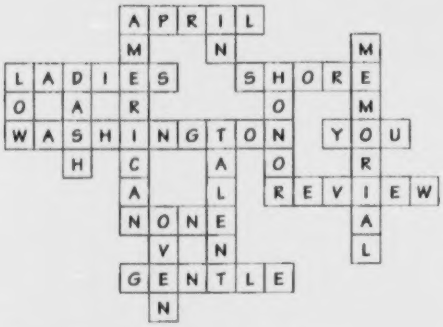
I N J U S T I C E   A N Y W H E R E

I S   A   T H R E A T   T O

J U S T I C E   E V E R Y W H E R E

ANSWER KEY

Lesson 10


A P R I L
M N M
L A D I E S S H O R E
O A R O M
W A S H I N G T O N Y O U
H C A O R
A L R E V I E W
N O N E A
V N L
G E N T L E
N

The title: M Y L O R D.

W H A T A M O R N I N G.

Lesson 11

S U N FLOWER
FLOWER P O T

B A C K YARD
YARD S T I C K

B L A C K OUT
OUT C O M E

T I P TOE
TOE N A I L S

O V E R LOOK
LOOK O U T

S U M M E R TIME
TIME P I E C E

B E F O R E HAND
HAND B A G

C A M P FIRE
FIRE F L Y

B A R E FOOT
FOOT L O O S E

Lesson 12

F R O
F R O M

O U C H
T O U C H

C O L D
C O U L D

L O G
L O N G

P A N
P A I N

H U N T
H A U N T

E A C H
R E A C H

S P R I G
S P R I N G

W O R D
W O R L D

Unit 4 Review

A P P R E C I A T I V E

E N L I G H T E N E D

A D V E N T U R O U S

A M B I T I O U S

O P T I M I S T I C

G E N E R O U S

A W K W A R D

The saying:

T H E P E N I S M I G H T I E R

T H A N T H E S W O R D.

Puzzles

Voyager

Reading and Writing for Today's Adults

3

Everybody loves puzzles.
Puzzles for Voyager: Reading and Writing for Today's Adults contains a variety of puzzles that students are familiar with and typically enjoy - word searches, crosswords, word scrambles, and more. Puzzles are correlated with each *Voyager* student book lesson. Books include answer keys.

Components of
Voyager: Reading and Writing for Today's Adults

9 Student Books
9 Workbooks
9 Puzzle Books
9 Vocabulary Workbooks
4 Teacher's Resource Guides (including photocopy masters)
Placement Tool
Scoring Booklets
Diplomas

1-56420-243-7
NEW READERS PRESS
U.S. Publishing Division of Laubach Literacy
Syracuse, New York 13210
800-448-8878
www.newreaderspress.com

CE CETR
0113

Vocabulary Workbook

Voyager

Reading and Writing for Today's Adults

3

New Readers Press

Voyager: Reading and Writing for Today's Adults™
Vocabulary Workbook for Voyager 3
ISBN 1-56420-265-8
Copyright © 2001
New Readers Press
U.S. Publishing Division of Laubach Literacy
1320 Jamesville Ave., Syracuse, New York 13210

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3

Director of Acquisitions and Development: Christina Jagger
Developmental Editor: Mary Hutchison
Writer: Terrie Lipke
Content Editor: Judi Lauber
Copy Editor: Judi Lauber
Production Director: Deborah Christiansen
Designer: Kimbrly Koennecke
Cover Designer: Shelagh Clancy
Production Specialist: Shelagh Clancy

All proceeds from the sale of New Readers Press materials
support literacy programs in the United States and worldwide.

Laubach Literacy and New Readers Press are not owned or sponsored by
Voyager Expanded Learning, Inc.

Contents

Lesson 1 4
Lesson 2 6
Lesson 3 8
Lesson 4 10
Lesson 5 12
Lesson 6 14
Lesson 7 16
Lesson 8 18
Lesson 9 20
Lesson 10 22
Lesson 11 24
Lesson 12 26
Answer Key 28

▶ Lesson 1

A. Antonyms Antonyms are words that mean the opposite of each other. Pick the word from the box that means the opposite, and write it on the line. The first one is done for you.

common
ease
floor
✓follower
sincere
sink

follower **1.** leader

__________ **2.** dishonest

__________ **3.** float

__________ **4.** rare

__________ **5.** ceiling

__________ **6.** hardship

B. Which Word Fits Best? Write the word that fits best in each blank. The first one is done for you.

(nature *or* mature) **1.** Tony enjoys being close to nature, so he often goes camping in the woods.

(prescribes *or* describes) **2.** Sue __________ herself as outgoing and friendly.

(region *or* religion) **3.** Because of our __________, my family does not exchange gifts.

(constructed *or* instructed) **4.** The teacher __________ us to take out a clean sheet of paper.

(respect *or* expect) **5.** I didn't __________ the basketball team to win last night.

(content *or* intent) **6.** Most cats purr when they are __________.

(reward *or* award) **7.** The police are offering a large __________ for help in finding the murderer.

C. Which Word Doesn't Fit? Pick the word that does not fit with the rest, and write it on the line. The first one is done for you.

1.	true	rich	genuine	real	rich
2.	city	town	village	country	______
3.	enough	extra	leftover	more	______
4.	pleased	content	upset	satisfied	______
5.	spouse	lover	marriage	partner	______
6.	there	who	why	how	______
7.	grief	sadness	death	mourning	______
8.	worker	boss	chief	manager	______
9.	join	member	club	exclude	______
10.	cluttered	cleaner	filthy	messy	______

D. A "World" of Words Match the sayings below with their meanings. Write the sayings on the lines. The first one is done for you.

come up in the world
dead to the world
in a world of your own
✓on top of the world
out of this world
set the world on fire

on top of the world **1.** feeling wonderful

______ **2.** sound asleep

______ **3.** do something to attract attention

______ **4.** deep in your own thoughts

______ **5.** wonderful

______ **6.** rise to a higher position

BEST COPY AVAILABLE

▶ Lesson 2

A. Which Word Fits Best? Write the word that fits best in each blank.

challenging   expected   qualify   resented

1. My skills and experience __________________ me for the job of night supervisor.
2. Karen __________________ her mother-in-law for causing problems in her marriage.
3. The instructor gave me a very difficult assignment, __________________ me to study harder.
4. Most employees were not upset by the layoffs because everyone __________________ them.

B. Same or Opposite? If both words mean nearly the same thing, write *same* on the line. If the two words have opposite meanings, write *opposite*. The first one is done for you.

1. opportunity *and* chance ____same____
2. argument *and* quarrel __________________
3. instruct *and* teach __________________
4. danger *and* safety __________________
5. reward *and* punish __________________
6. conflict *and* fight __________________
7. production *and* destruction __________________
8. idea *and* thought __________________
9. entrance *and* exit __________________
10. pair *and* couple __________________

C. The Job of a Factory Machine Repairperson Fill in each blank with the word that fits best.

cleans
factories
identify
instruction
machine

Factories need workers to keep machines operating. When a ________1________ breaks down, the repairperson must work fast. All ________2________ lose money when machines are not working. The repairperson also oils and ________3________ the machines to help keep them running well.

To repair machines, you have to be able to read ________4________ books and follow the charts in them. You will also need to ________5________ which parts to order for a machine that is broken down.

D. Related Words Write the form of the word that fits best in each blank in the sentences below.

assembly
assembling

1. My father is ________________ a new bike.
2. Jobs on the ________________ line pay well.

authority
authorize

3. I need to have someone ________________ this sale.
4. Do you have the ________________ to sign this form?

product
production

5. His latest movie is in ________________ now.
6. Can we sell this ________________ for a lower price?

BEST COPY AVAILABLE

▶ Lesson 3

A. **Analogies** An analogy expresses a relationship of some kind between two sets of ideas. Study the examples below.

Chin is to *face* as *toe* is to ________________.

(1) toenail (2) leg (3) foot

The relationship can be stated:

The *chin* is part of the *face*, and the *toe* is part of the *foot*.

So, the correct answer is (3) foot.

Day is to *night* as ________________ is to *dark*.

(1) dawn (2) light (3) afternoon

The relationship can be stated:

Day is the opposite of *night*, and *light* is the opposite of *dark*.

So, the correct answer is (2) light.

Write the word on the line that completes the analogy.

1. *Children* is to *adults* as ________________ is to *cats*.

(1) babies (2) kittens (3) puppies

2. *Nephew* is to *boy* as *niece* is to ________________.

(1) girl (2) sister (3) cousin

3. *Month* is to *week* as *day* is to ________________.

(1) hour (2) time (3) year

4. *Mournful* is to *cry* as ________________ is to *smile*.

(1) unhappy (2) mouth (3) happy

5. *Healthy* is to *ill* as ________________ is to *noisy*.

(1) sick (2) silent (3) loud

6. *Power* is to *strong* as *intelligence* is to ________________.

(1) weak (2) smart (3) learn

7. *Ball* is to *circle* as ________________ is to *square*.

(1) line (2) cube (3) triangle

B. The Home Run King Fill in each blank with the word that fits best.

hero president quoted spend skill thought

George Herman Ruth (1895–1948) had many nicknames, including "Babe" and "the Home Run King." He was a ________________ 1 to millions of people, but he didn't act the way many people ________________ 2 heroes should act. He loved to ________________ 3 money and have a good time. The ________________ 4 of the American League really respected Ruth's ________________ 5 as a baseball player. But he was once ________________ 6 as saying, "Ruth has the mind of a fifteen-year-old."

C. Compound Words A compound word is a word made up of two or more words. Draw a line between the two small words in each compound word, and then write them on the lines.

1. daytime ________________ + ________________
2. fireplace ________________ + ________________
3. sweatshirt ________________ + ________________
4. outfield ________________ + ________________
5. applesauce ________________ + ________________
6. headlight ________________ + ________________
7. bottleneck ________________ + ________________
8. sunflower ________________ + ________________

▶ Lesson 4

A. Analogies Write the word on the line that completes the analogy.

1. *Beginning* is to *birth* as *ending* is to ______________.
   (1) finish (2) death (3) old

2. *Brother* is to *uncle* as *sister* is to ______________.
   (1) niece (2) mother (3) aunt

3. *Grandchildren* is to *future* as ______________ is to *past.*
   (1) grandparents (2) uncles (3) children

4. *Daughter* is to *mother* as ______________ is to *father.*
   (1) son (2) grandfather (3) child

5. *Branch* is to *tree* as ______________ is to *hand.*
   (1) arm (2) finger (3) leaf

B. Categories Write the words that relate to a *city* in the first column. Write the words that relate to a *farm* in the second column.

barn
chickens
crops
grain
office
pavement
planting
restaurants
sidewalk
stores
subway
tractor

City	**Farm**
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

C. Related Words Write the form of the word that fits best in each blank in the sentences below.

memories
remember

1. I can ______________ listening to my grandfather talk about his favorite childhood ______________.

confused
refuses

2. Is Don ______________ about whether the boss ______________ to give him the day off?

remove
movement

3. Mr. Willis is the head of a local ______________ to ______________ the mayor from office.

D. Compound Words Draw a line between the two small words in each compound word, and then write them on the lines.

1. wholesale ______________ + ______________
2. clothesline ______________ + ______________
3. airport ______________ + ______________
4. repairperson ______________ + ______________
5. fencepost ______________ + ______________
6. pancake ______________ + ______________
7. sometimes ______________ + ______________
8. windshield ______________ + ______________
9. teacup ______________ + ______________
10. snowball ______________ + ______________
11. goldfish ______________ + ______________

▶ Lesson 5

A. Choose the Definition Read the paragraph, and look for context clues to help figure out the meaning of the **bold** words. Write the number of the definition that matches each word.

Friday, March 14

David, I have been thinking a lot about what it means for me to be a **responsible** mother. The problems I have **endured** have made me strong. I am glad that your father loved me enough to **confront** me about my addiction. If you ever have to face hard times, I promise to be **available** to help you.

_____	**1.** responsible	(1) accountable	(2) honest	(3) generous
_____	**2.** endured	(1) made up	(2) suffered through	(3) given in to
_____	**3.** confront	(1) face up to	(2) yell at	(3) question
_____	**4.** available	(1) afraid	(2) within reach	(3) reluctant

B. Drugs and Pregnancies Fill in each blank with the word that fits best.

careful doctor pregnant prescription risk unborn

Using drugs while you're pregnant can cause many problems. You ________________ 1 having a miscarriage. The baby could be born too soon or be very sick. Even drugs you get from your doctor can be bad for your ________________ 2 child. Before you get a ________________ 3, mention that you're pregnant. If you're taking medication when you find out you're ________________ 4, ask your doctor if you should stop. Also be ________________ 5 when taking nonprescription drugs. Ask your ________________ 6 or nurse-midwife first.

Prefix	Meaning	Root	Meaning
con-	with, together	cred	believe
re-	back, again	form	shape
sub-	under	scribe	write

C. Words with Prefixes and Roots Use the information in the table to help figure out the meaning of the words below. Write each word by its meaning.

conduct
construct
react
reduce
submit
subtract

________________ **1.** yield to authority

________________ **2.** put together, build

________________ **3.** act in response

________________ **4.** take away

________________ **5.** make less or smaller

________________ **6.** guide or lead

D. More Words with Prefixes and Roots Use the information in the table to help figure out the meaning of the words below. Write each word by its meaning.

conform
describe
discredit
incredible
subscribe
uniform

________________ **1.** beyond belief

________________ **2.** cast doubt on

________________ **3.** tell or write about

________________ **4.** act according to rule

________________ **5.** promise to take and pay for

________________ **6.** always the same

BEST COPY AVAILABLE

Lesson 6

A. Match the Meanings Read the story. Then write each word from the box by the word or phrase that best defines it.

Family Problem

The phone rang in the middle of the afternoon. It was my mother. She sounded **nervous** and upset.

"What's the matter, Mom?" I asked. I was worried. Recently, Mom had gotten into one bad **situation** after another.

"I'm at the police station. They said I was **shoplifting**!" She started to cry.

I left work in a hurry. At the police station, I checked with the officer at the front desk. She was kind, but she seemed very young. She had to be a **rookie.**

She called another officer. He was much older. His face was covered with **wrinkles,** and he looked stern. He told me that Mom had tried to steal a pair of gloves from a store. He even called her "the **suspect**"—my own mother!

He said I could take her home. But she had to go to court later. As I waited for her, I wondered, "What do I do now?"

nervous
situation
shoplifting
rookie
wrinkles
suspect

________________ **1.** beginner

________________ **2.** folds

________________ **3.** uneasy or upset

________________ **4.** condition or position

________________ **5.** person who may be guilty of a crime

________________ **6.** stealing from a store

B. Words with Prefixes and Suffixes Use the information in the table to help you match each word with its meaning.

Suffix	Meaning	Example	Meaning
-ic	relating to	heroic	daring or impressive
-ment	act or condition of	argument	quarrel
-ion	act, result, or state of	instruction	teaching

commitment
confusion
historic
public
reduction
retirement

_______________ **1.** act of lowering

_______________ **2.** lack of clearness

_______________ **3.** promise

_______________ **4.** of the people

_______________ **5.** leaving work for good

_______________ **6.** famous

C. Prefixes, Roots, and Suffixes Draw lines between the prefix, root, and suffix of each word below. Then write the word parts on the lines.

1. predict ___________ ___________

2. predictable ___________ ___________ ___________

3. unpredictable ___________ ___________ ___________ ___________

4. conductor ___________ ___________ ___________

5. reaction ___________ ___________ ___________

6. reflect ___________ ___________

7. inform ___________ ___________

8. misinform ___________ ___________ ___________

9. transaction ___________ ___________ ___________

BEST COPY AVAILABLE

Lesson 7

A. Antonyms Pick the word from the box that means the opposite, and write it on the line.

add
asked
cruel
destroy
follow
nothing
often
single

________________ **1.** kind

________________ **2.** subtract

________________ **3.** rarely

________________ **4.** something

________________ **5.** create

________________ **6.** precede

________________ **7.** answered

________________ **8.** plural

B. Which Word Doesn't Fit? Pick the word that does not fit with the rest, and write it on the line.

1. past history memory present ________________

2. stars grass clouds planets ________________

3. setting character poem plot ________________

4. stranger friend neighbor relative ________________

5. pressure tension rising stress ________________

6. whirl cube spin circle ________________

7. general major manager sergeant ________________

8. million hundred thousand tenth ________________

9. nail sturdy strong tough ________________

10. uneasy unsettled unknown unsure ________________

11. dozens few tons bunches ________________

12. construct build kit assemble ________________

C. Hearing Syllables A syllable is a word part that has one vowel sound. Read these words aloud. Write the number of syllables you hear in front of each word. Draw lines between the syllables in each word.

_____ **1.** events
_____ **2.** knock
_____ **3.** imagined
_____ **4.** survivor
_____ **5.** serious
_____ **6.** situation
_____ **7.** poison
_____ **8.** incompetence
_____ **9.** reasonable

D. Dividing Words into Syllables Here are some tips for dividing words with two or more syllables.

Tip **Divide between vowels that have separate sounds.**

qui et re al i ty co op er ate

Tip **Do not divide between vowel pairs that make one sound.**

Common long vowel pairs: *ai, ee, ea, oa,* and *oo*
main tain free dom

Other common vowel pairs: *au, oi, oy,* and *ou*
au thor coun cil

Tip **Do not divide vowel-consonant clusters: *ar, er, ir, or, ur, aw, ow, al***

par ent tow el

Draw lines between the syllables in each word. Write the syllables on the lines.

1. complaint ____________ ____________
2. apartment ____________ ____________ ____________
3. pronounce ____________ ____________
4. greatness ____________ ____________
5. lineage ____________ ____________ ____________
6. mountain ____________ ____________

▶ Lesson 8

A. Choose the Definition Read the paragraphs, and look for context clues to help figure out the meaning of the **bold** words. Write the number of the definition that matches each word.

Nelson Mandela

Nelson Mandela led the fight against **apartheid.** His amazing life **inspired** millions. At age 26, he joined the African National Congress (ANC). The ANC fought for justice for blacks. Mandela began to lead **nonviolent** protests.

In 1960, police killed 69 blacks during a **protest.** Mandela and the ANC turned to **sabotage.** They began to damage railroads, power plants, and other public works.

_____ **1.** apartheid	(1) fighting	(2) togetherness	(3) racial separation
_____ **2.** inspired	(1) saddened	(2) angered	(3) motivated
_____ **3.** nonviolent	(1) peaceful	(2) organized	(3) musical
_____ **4.** protest	(1) exam	(2) support meeting	(3) group demonstration
_____ **5.** sabotage	(1) threats	(2) destruction	(3) discussion

B. Robben Island Prison Fill in each blank with the word that fits best.

cells harshest opposition quarry symbol

Robben Island lies 11 kilometers north of Cape Town, South Africa. It has become a ________________ 1 of the antiapartheid struggle. Nelson Mandela was imprisoned there because of his ________________ 2 to apartheid. Mandela called the island "the ________________ 3, most iron-fisted outpost in the South African penal system." Prisoners lived in small, damp ________________ 4 and worked in a limestone ________________ 5.

C. Synonyms Synonyms are words that share the same meaning. Pick the word from the box that means the same, and write it on the line.

fairness objection prisoner released toil wage

______________ **1.** pay

______________ **2.** freed

______________ **3.** justice

______________ **4.** complaint

______________ **5.** labor

______________ **6.** captive

D. Dividing Words into Syllables Here are more tips for dividing words with two or more syllables.

Tip **Divide between double consonants.**

dol lar mes sage

Tip **When three consonants come together, divide between a single consonant and a consonant blend or digraph.**

chil dren judg ment

Tip **Divide before a consonant followed by *le* at the end of a word.**

gen tle peo ple

Draw lines between the syllables in each word.
Write the syllables on the lines.

1. peaceful __________ __________

2. innocent __________ __________ __________

3. jingle __________ __________

4. employable __________ __________ __________ __________

5. expressing __________ __________ __________

6. narrow __________ __________

▶ Lesson 9

A. "Free" Words Match the sayings below with their meanings. Write the sayings on the lines.

as free as a bird
freebie
free-for-all
freeload
free rein
of one's own free will

________________________ **1.** carefree

________________________ **2.** something given away for free

________________________ **3.** without being told

________________________ **4.** live at someone else's expense

________________________ **5.** brawl

________________________ **6.** freedom to do what you want

B. Which Word Fits Best? Write the word that fits best in each blank.

(worthwhile *or* worthless) **1.** The painting is ______________ now that it has been damaged.

(necessarily *or* necessary) **2.** Will it be ______________ for me to check in when I arrive?

(mountain *or* maintain) **3.** If Ted can ______________ his speed, he will win the race.

(official *or* officer) **4.** Major Wilkes looked very ______________ in her starched uniform.

(unravel *or* travel) **5.** My job requires frequent ______________.

(reside *or* desire) **6.** On your birthday, you should do whatever you ______________.

C. Match the Meanings Read the paragraph. Then write each term from the box by the word or phrase that best defines it.

More from Chief Joseph's Speech

Too many **misinterpretations** have been made; too many misunderstandings have come up between the white men and the Indians. If the white man wants to live **in peace** with the Indian he can live in peace. There need be no trouble. **Treat** all men alike. . . . They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect the rivers to run **backward** as that any man who was born a free man should be contented **penned up** and denied liberty to go where he pleases.

misinterpretations
in peace
treat
backward
penned up

________________ **1.** without trouble

________________ **2.** the opposite way

________________ **3.** imprisoned

________________ **4.** mistakes in understanding

________________ **5.** act toward

D. Analogies Write the word on the line that completes the analogy.

1. *Belief* is to *opinion* as *fact* is to ________________.
(1) reality (2) fiction (3) viewpoint

2. *House* is to *shelter* as ________________ is to *clothing.*
(1) shirt (2) wear (3) roof

3. *Innocent* is to *faultless* as *guilty* is to ________________.
(1) convicted (2) free (3) responsible

BEST COPY AVAILABLE

Lesson 10

A. Related Words Write the form of the word that fits best in each blank in the sentences below.

documentary
document

1. The teacher asked us to ________________ our feelings about the book we just read.
2. Last night PBS aired an interesting ________________ on the Gulf War.

reserved
reservation

3. Susan was shy and ________________, so she did not talk very much at the party.
4. Will you call and make a ________________ for dinner at that new restaurant?

indirectly
direction

5. John was ________________ involved in the illegal scheme.
6. I didn't know which ________________ to turn when I exited the freeway.

B. Categories Write the words that relate to *the law* in the first column. Write the words that relate to *music* in the second column.

chorus
concert
defense
guilt
harmony
innocence
judgment
lawyer
singer
stage

Legal Terms	Musical Terms
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

BEST COPY AVAILABLE

C. Same or Opposite? If both words mean nearly the same thing, write *same* on the line. If the two words have opposite meanings, write *opposite.*

1. fact *and* fiction ____________________

2. period *and* era ____________________

3. cheat *and* deceive ____________________

4. achieve *and* accomplish ____________________

5. berate *and* praise ____________________

6. random *and* specific ____________________

7. conceal *and* hide ____________________

8. passive *and* active ____________________

D. Review of Dividing Words into Syllables Read these words aloud. Write the number of syllables you hear in front of each word. Draw lines between the syllables in each word.

_____ **1.** increase

_____ **2.** lengthen

_____ **3.** communicate

_____ **4.** dignified

_____ **5.** icicle

_____ **6.** cartoon

_____ **7.** testify

_____ **8.** biology

_____ **9.** commentary

_____ **10.** vocal

_____ **11.** performance

_____ **12.** documentation

_____ **13.** opinion

_____ **14.** disappoints

_____ **15.** electric

_____ **16.** accomplishment

_____ **17.** attorney

_____ **18.** plastic

_____ **19.** instantly

_____ **20.** profitable

▶ Lesson 11

A. Match the Meanings Read the story. Then write each word from the box by the word or phrase that best defines it.

One Man at War

Al Cruz was a U.S. soldier in the Gulf War against Iraq.

For him, **zero hour** was 8:00 P.M. on Saturday, February 23, 1991. The ground **assault** was set to start then. At the planned hour, the tanks began to move. Cruz was a tank crewman.

Iraqi soldiers were sheltered behind huge walls of sand. The tanks were supposed to cut openings in those walls. The tanks kept radio silence so the Iraqis couldn't detect them.

The men in Cruz's tank heard several explosions. They couldn't use the radio, so they couldn't check what happened. They rolled along and wondered if anyone had died. Would they be killed too?

Finally, the message "**mission accomplished**" came over the radio. Back at base, a sergeant told them two tanks were lost. The crewmen were killed. Cruz's best friend, Eddie, was dead.

Since Eddie's death, Cruz **appreciates** his family and friends even more. And now he believes it's better to use compromise and **negotiation** than to go to war.

zero hour
assault
mission accomplished
appreciates
negotiation

________________ **1.** talking it out

________________ **2.** the job is done

________________ **3.** thinks highly of

________________ **4.** attack

________________ **5.** the time an event is planned to occur

BEST COPY AVAILABLE

B. Review of Strategies for Recognizing Long Words Use these three word division strategies to help you recognize unfamiliar long words.

1. Dividing Compound Words Write the two small words that make up each compound word on the lines.

bedspread __________ + __________

thunderstorm __________ + __________

waterfall __________ + __________

downstairs __________ + __________

landlord __________ + __________

2. Dividing Words with Prefixes, Roots, and Suffixes Write the prefix, root, and suffix of each word on the lines.

perform ______ ______

population ______ ______

disagreement ______ ______ ______

invention ______ ______ ______

misbehave ______ ______

3. Dividing Words into Syllables Write the syllables of each word on the lines.

applause ______ ______

irresponsible ______ ______ ______ ______ ______

ruins ______ ______

evidence ______ ______ ______

majority ______ ______ ______ ______

▶ Lesson 12

A. Categories Choose the right heading for each list of words. The first one is done for you.

community
family
garden
✓home
library
restaurant
school
space
work
world

1. home

neighborhood
relax
bedroom
address

2. ____________

government
clinic
police
election

3. ____________

ancestors
spouse
generations
grandchildren

4. ____________

galaxy
stars
moon
planets

5. ____________

oceans
continents
forests
desert

6. ____________

books
reference
catalog
study

7. ____________

dine
tables
service
menu

8. ____________

college
GED
instructor
classroom

9. ____________

factory
paycheck
corporations
business

10. ____________

soil
vegetables
harvest
plant

B. Related Words Write the form of the word that fits best in each blank in the sentences below.

present
represent
presentation

1. This Friday, I will ______________ my company when I ______________ our new business plan at the annual award ______________ ceremony.

express
impressed
depression

2. The critics were ______________ by the way the lead actress used movement and body language to ______________ the depth of her ______________.

collection
collector
recollect

3. As I ______________, another ______________ I've met has an antique ______________ similar to mine.

C. Analogies Write the word on the line that completes the analogy.

1. *Melt* is to *warm* as ______________ is to *cold.*
(1) snow (2) freeze (3) winter

2. *Minute* is to *second* as *day* is to ______________.
(1) time (2) week (3) hour

3. *Baseball* is to *bat* as *tennis* is to ______________.
(1) racket (2) ball (3) net

4. *Courtroom* is to *judge* as ______________ is to *teacher.*
(1) classroom (2) college (3) professor

5. *Attract* is to *repel* as *absence* is to ______________.
(1) resist (2) sick (3) presence

BEST COPY AVAILABLE

Answer Key

Lesson 1

A. Antonyms (p. 4)

1. follower
2. sincere
3. sink
4. common
5. floor
6. ease

B. Which Word Fits Best? (p. 4)

1. nature
2. describes
3. religion
4. instructed
5. expect
6. content
7. reward

C. Which Word Doesn't Fit? (p. 5)

1. rich
2. country
3. enough
4. upset
5. marriage
6. there
7. death
8. worker
9. exclude
10. cleaner

D. A "World" of Words (p. 5)

1. on top of the world
2. dead to the world
3. set the world on fire
4. in a world of your own
5. out of this world
6. come up in the world

Lesson 2

A. Which Word Fits Best? (p. 6)

1. qualify
2. resented
3. challenging
4. expected

B. Same or Opposite? (p. 6)

1. same
2. same
3. same
4. opposite
5. opposite
6. same
7. opposite
8. same
9. opposite
10. same

C. The Job of a Factory Machine Repairperson (p. 7)

1. machine
2. factories
3. cleans
4. instruction
5. identify

D. Related Words (p. 7)

1. assembling
2. assembly
3. authorize
4. authority
5. production
6. product

Lesson 3

A. Analogies (p. 8)

1. kittens
2. girl
3. hour
4. happy
5. silent
6. smart
7. cube

B. The Home Run King (p. 9)

1. hero
2. thought
3. spend
4. president
5. skill
6. quoted

C. Compound Words (p. 9)

1. day + time
2. fire + place
3. sweat + shirt
4. out + field
5. apple + sauce
6. head + light
7. bottle + neck
8. sun + flower

Lesson 4

A. Analogies (p. 10)

1. death
2. aunt
3. grandparents
4. son
5. finger

B. Categories (p. 10)

City	Farm
office	barn
pavement	chickens
restaurants	crops
sidewalk	grain
stores	planting
subway	tractor

C. Related Words (p. 11)
1. remember, memories
2. confused, refuses
3. movement, remove

D. Compound Words (p. 11)
1. whole + sale
2. clothes + line
3. air + port
4. repair + person
5. fence + post
6. pan + cake
7. some + times
8. wind + shield
9. tea + cup
10. snow + ball
11. gold + fish

▼ Lesson 5

A. Choose the Definition (p. 12)
1. (1)
2. (2)
3. (1)
4. (2)

B. Drugs and Pregnancies (p. 12)
1. risk
2. unborn
3. prescription
4. pregnant
5. careful
6. doctor

C. Words with Prefixes and Roots (p. 13)
1. submit
2. construct
3. react
4. subtract
5. reduce
6. conduct

D. More Words with Prefixes and Roots (p. 13)
1. incredible
2. discredit
3. describe
4. conform
5. subscribe
6. uniform

▼ Lesson 6

A. Match the Meanings (p. 14)
1. rookie
2. wrinkles
3. nervous
4. situation
5. suspect
6. shoplifting

B. Words with Prefixes and Suffixes (p. 15)
1. reduction
2. confusion
3. commitment
4. public
5. retirement
6. historic

C. Prefixes, Roots, and Suffixes (p. 15)
1. pre dict
2. pre dict able
3. un pre dict able
4. con duct or
5. re act ion
6. re flect
7. in form
8. mis in form
9. trans act ion

▼ Lesson 7

A. Antonyms (p. 16)
1. cruel
2. add
3. often
4. nothing
5. destroy
6. follow
7. asked
8. single

B. Which Word Doesn't Fit? (p. 16)
1. present
2. grass
3. poem
4. stranger
5. rising
6. cube
7. manager
8. tenth
9. nail
10. unknown
11. few
12. kit

C. Hearing Syllables (p. 17)

1. 2 e / vents
2. 1 knock
3. 3 i / ma / gined
4. 3 sur / vi / vor
5. 3 se / ri / ous
6. 4 sit / u / a / tion
7. 2 poi / son
8. 4 in / com / pe / tence
9. 4 rea / son / a / ble

D. Dividing Words into Syllables (p. 17)

1. com plaint
2. a part ment
3. pro nounce
4. great ness
5. lin e age
6. moun tain

▼ Lesson 8

A. Choose the Definition (p. 18)

1. (3)
2. (3)
3. (1)
4. (3)
5. (2)

B. Robben Island Prison (p. 18)

1. symbol
2. opposition
3. harshest
4. cells
5. quarry

C. Synonyms (p. 19)

1. wage
2. released
3. fairness
4. objection
5. toil
6. prisoner

D. Dividing Words into Syllables (p. 19)

1. peace ful
2. in no cent
3. jin gle
4. em ploy a ble
5. ex press ing
6. nar row

▼ Lesson 9

A. "Free" Words (p. 20)

1. as free as a bird
2. freebie
3. of one's own free will
4. freeload
5. free-for-all
6. free rein

B. Which Word Fits Best? (p. 20)

1. worthless
2. necessary
3. maintain
4. official
5. travel
6. desire

C. Match the Meanings (p. 21)

1. in peace
2. backward
3. penned up
4. misinterpretations
5. treat

D. Analogies (p. 21)

1. reality
2. shirt
3. responsible

▼ Lesson 10

A. Related Words (p. 22)

1. document
2. documentary
3. reserved
4. reservation
5. indirectly
6. direction

B. Categories (p. 22)

Legal Terms	**Musical Terms**
defense	chorus
guilt	concert
innocence	harmony
judgment	singer
lawyer	stage

C. Same or Opposite? (p. 23)

1. opposite
2. same
3. same
4. same
5. opposite
6. opposite
7. same
8. opposite

D. Review of Dividing Words into Syllables (p. 23)

1. 2 in/crease
2. 2 length/en
3. 4 com/mu/ni/cate
4. 3 dig/ni/fied
5. 3 i/ci/cle
6. 2 car/toon
7. 3 tes/ti/fy
8. 4 bi/ol/o/gy
9. 4 com/men/tar/y
10. 2 vo/cal
11. 3 per/for/mance
12. 5 doc/u/men/ta/tion
13. 3 o/pin/ion
14. 3 dis/ap/points
15. 3 e/lec/tric
16. 4 ac/com/plish/ment
17. 3 at/tor/ney
18. 2 plas/tic
19. 3 in/stant/ly
20. 4 prof/it/a/ble

▼ Lesson 11

A. Match the Meanings (p. 24)

1. negotiation
2. mission accomplished
3. appreciates
4. assault
5. zero hour

B. Review of Strategies for Recognizing Long Words (p. 25)

1. bed + spread
   thunder + storm
   water + fall
   down + stairs
   land + lord
2. per form
   populat ion
   dis agree ment
   in vent ion
   mis behave
3. ap plause
   ir re spon si ble
   ru ins
   ev i dence
   ma jor i ty

▼ Lesson 12

A. Categories (p. 26)

1. home
2. community
3. family
4. space
5. world
6. library
7. restaurant
8. school
9. work
10. garden

B. Related Words (p. 27)

1. represent, present, presentation
2. impressed, express, depression
3. recollect, collector, collection

C. Analogies (p. 27)

1. freeze
2. hour
3. racket
4. classroom
5. presence

Vocabulary Workbook

Voyager

Reading and Writing for Today's Adults

3

The vocabulary workbooks for *Voyager: Reading and Writing for Today's Adults* build students' vocabularies and increase their knowledge about words in a variety of contexts and formats. Exercises cover compound words, prefixes, roots, suffixes, synonyms, antonyms, analogies, word meanings, idioms, and more. The exercises correspond with *Voyager* student book lessons.

Components of
Voyager: Reading and Writing for Today's Adults

9 Student Books
9 Workbooks
9 Vocabulary Workbooks
9 Puzzle Books
4 Teacher's Resource Guides
  (including photocopy masters)
Placement Tool
Scoring Booklets
Diplomas

ISBN 1-56420-265-8
9 781564 202659

New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York 13210
800-448-8878
www.newreaderspress.com

554

CE 0172

Reading and Writing for Today's Adults

Voyager

Student Booklet

Voyager: Reading and Writing for Today's Adults™ Voyager Placement Tool for Levels Foundation–6
ISBN 1-56420-180-5

Copyright © 1999 by New Readers Press. U.S. Publishing Division of Laubach Literacy International
1320 Jamesville Ave., Syracuse, NY 13210 / All rights reserved. / Printed in the United States of America

9 8 7 6 5 4 3

BEST COPY AVAILABLE

List V-F

1. the
2. and
3. in
4. he
5. for
6. but
7. not
8. can
9. do
10. all
11. are
12. you
13. have
14. with
15. work
16. stop
17. come
18. they
19. morning
20. birthday

List V-1

1. my
2. boy
3. saw
4. from
5. gave
6. when
7. high
8. fire
9. about
10. store
11. laugh
12. next
13. street
14. over
15. could
16. think
17. ground
18. began
19. picture
20. children

▷ 2

List V-2

1. tie
2. song
3. replay
4. know
5. family
6. unhappy
7. round
8. eight
9. without
10. happen
11. anything
12. different
13. myself
14. answer
15. breakfast
16. remember
17. everyone
18. thought
19. together
20. beautiful

List V-3

1. chief
2. discover
3. expect
4. teacher
5. mistake
6. afternoon
7. hundred
8. quickly
9. usually
10. sometimes
11. mountain
12. understand
13. automobile
14. dangerous
15. basketball
16. question
17. important
18. inventor
19. probably
20. government

List V-4

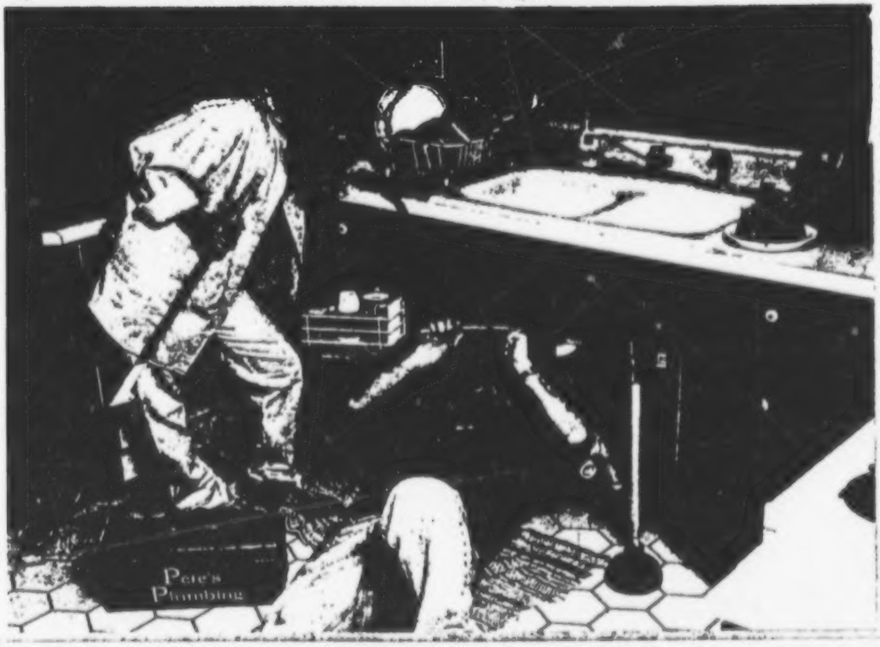
1. habit
2. adult
3. health
4. change
5. column
6. problem
7. selection
8. favorite
9. disease
10. nervous
11. chocolate
12. medicine
13. research
14. exercise
15. compare
16. hamburger
17. neighborhood
18. dictionary
19. community
20. information

List V-5

1. limit
2. angry
3. amount
4. choice
5. credit
6. savings
7. college
8. manage
9. provide
10. symbol
11. expense
12. enrollment
13. various
14. interview
15. capital
16. accident
17. graduate
18. emergency
19. education
20. transportation

List V-6

1. courage
2. request
3. theme
4. federal
5. anxious
6. success
7. military
8. physical
9. establish
10. conditions
11. sensitive
12. character
13. employee
14. experience
15. authority
16. occupation
17. appreciate
18. knowledge
19. opportunity
20. arrangement



DAVID REVETTE PHOTOGRAPHY, INC.

Pat's Problem

Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

UPI/CORBIS-BETTMANN

Rosa Parks

A Bus Ride

In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Grandma Pat

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Eat More Fruits and Vegetables

Adapted from the U.S. Department of Health and Human Services

Did you know that eating five fruits and vegetables a day is one of the most important things you can do to stay healthy?

Top health experts agree. Eating more fruits and vegetables is essential for better health! Experts all tell us that we should eat a balanced diet. It should be low in fat and have lots of fruits and vegetables.

Fruits and vegetables may lower your risk of cancer! 35% of all cancer deaths may be related to a diet high in fat and low in fiber. Fruits and vegetables help cut your risk of cancer. They are low in fat and are rich sources of vitamins A and C and fiber. A good diet is low in saturated fat and has plenty of high-fiber foods. It can cut the risk of heart disease, as well.

Eat five servings of fruits and vegetables a day! Eat them with many different foods. One serving is any one of the following:

- 1/2 cup of fruit
- 3/4 cup juice
- 1/2 cup cooked vegetable
- 1 cup leafy vegetable
- 1/4 cup dried fruit

Eat a variety of fruits and vegetables! They are all good for you. Be sure to include each day those that are high in vitamins A and C and fiber. They will help you stay healthy.

Being a Smart Borrower

Think carefully before you borrow money. Taking out a loan can help solve some problems, but paying off a debt can be expensive. Borrow only when you really need extra money right away.

For example, you might need to make major repairs to your car, or your child might need a lot of dental work. For problems like these you need a lot of money quickly, and a loan might be the answer.

People also borrow for large purchases and long-term goals. This allows you to use an item you buy while you are paying for it. For instance, most people take out a loan to buy a car or a house, and many people borrow to cover the cost of job training or college.

It's best not to take on a big debt unless you really need to. Before borrowing, ask yourself these questions:

- Do I really need to buy this now?
- Is it still a good deal when the interest (cost of borrowing money) is added to the price of the item?
- Can I afford the payments?

If you answer "no" to any of these questions, a loan might *cause* more problems than it solves.

If you decide to borrow, shop around for the best loan for you. Check with different banks, and ask about different types of loans. Get the lowest interest rate you can find.

Finally, get all of your questions answered. Be sure you understand the fine print on any loan contract before you sign it. Ask about your right to change your mind. Be a smart borrower.

Learning on the Job

One way to succeed on the job is to keep on learning. The world changes fast. Workers have to learn new skills to keep up.

Mastering Computer Skills

If you work in an office, you know how important computer skills are. Learning word processing or a graphics program can make you a more valuable employee. It may help you get promoted, too.

These days, it's not just office workers who use computers. Line workers in steel mills and printing press operators must use computers, too. In some restaurants, servers use handheld computers to send food orders to the kitchen instantly.

Serving Your Customers

You've heard the old saying, "The customer is always right." In today's world, that's more true than ever. And "customer" is being defined more broadly, as well.

There are the external customers—the people who buy a company's product or use its services. Now workers have to please internal customers, too. For example, suppose you work in the warehouse of a big discount store. All the salespeople want to make sure their sections are well stocked with merchandise. They are your internal customers. If you work in the accounting department, each employee whose paychecks or W-2 forms pass through your hands is your customer. This approach helps everyone in the company to be more productive.

Continuing Your Education

You can keep up-to-date by continuing your education. Smart employers know that it's well worth the cost to send workers to classes. Through training, workers can improve their current skills and learn new ones. If you want to take a class, tell your boss how you will be more productive as a result. Most employers are happy to hear their employees are willing to take on more training. You benefit by learning new skills. And you increase your worth on the job market.

Voyager Placement Tool for Levels Foundation–6

INSTRUCTIONS

Purpose

The *Voyager Placement Tool* is designed to help you place students at the appropriate instructional level in the *Voyager* series. Appropriate placement is that level at which a student is challenged but not frustrated. Use the information you gather from this placement tool together with other information you have about a student to determine the *Voyager* book in which a student should start.

Description

The *Voyager Placement Tool* is designed to be given to each student individually. It typically takes 20–30 minutes to administer. The tool is divided into two parts.

Part 1: Word Lists

Part 1 consists of seven lists of words. Each list has 20 words taken from the corresponding *Voyager* book (List V-F corresponds to *Voyager Foundation Book*, List V-1 to *Voyager 1*, and so on). The lists can give you an idea of the size of a student's sight vocabulary and an indication of the student's proficiency at applying decoding skills.

Part 2: Reading Comprehension

Part 2 consists of seven reading passages, each of which is taken from an early lesson of the corresponding *Voyager* book. Following each passage are five comprehension questions that are typical of those asked in *Voyager.* They include both literal and inferential comprehension questions.

Administering the Tool

Administer the placement tool in a quiet, informal setting. If possible, sit across a table from the student. This seating arrangement allows you to mark the Teacher Scoring Guide without distracting the student. Begin by explaining that the purpose of the word lists and readings is to place the student in the *Voyager* book that matches his or her reading abilities. Describe the process by saying:

"First you will read one or more lists of words out loud. Then you will read one or more reading passages. After you have read a passage aloud, you will have a chance to reread the passage silently. Then I will ask you some questions about what you have read. You may look at the passage as you answer the questions."

Ask if the student has any questions before you begin, and try to ease any test anxiety the student has.

Administering Part 1: Word Lists

Have the student begin by reading aloud the first word list in the Student Booklet. In your Teacher Scoring Guide, put a plus mark (+) next to words that the student reads correctly and a minus sign (–) next to words the student cannot read correctly. In addition, write the student's incorrect response next to the word. Recording these responses will help you analyze the student's decoding skills after the tool is administered. Do not count as an error any word that the student corrects without help from you, and be sure to differentiate between true errors and differences in dialects or accents. If you have difficulty understanding a student's pronunciation but suspect that the student knows the word, ask the student to use the word in a sentence. If the student misses four words or fewer, go on to the next word list.

Voyager: Reading and Writing for Today's Adults™ Voyager Placement Tool for Levels Foundation–6
ISBN 1-56420-180-5
Copyright © 1999 by New Readers Press, U.S. Publishing Division of Laubach Literacy International
1320 Jamesville Ave., Syracuse, NY 13210 / All rights reserved. / Printed in the United States of America
9 8 7 6 5 4 3 2

BEST COPY AVAILABLE

Determining When to Stop Continue administering the word lists until the student misses five words in a given list. At that point, discontinue Part 1 and begin Part 2.

Administering Part 2: Reading Comprehension

To determine where to start a student in Part 2, see the chart on page 5 of the Teacher Scoring Guide.

Have the student read each selection aloud so that you can assess word recognition skills in context. Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher Scoring Guide, read aloud the introduction to the selection. Then say:

> *"Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I'll ask you some questions about what you have read. You can refer to the passage when answering the questions."*

Word Recognition Errors As the student reads aloud, underline key words that the student miscalls and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Count the number of key words the student miscalled or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher Scoring Guide.

Comprehension Questions When a student has finished reading a selection aloud, give the student the option of reading it again silently before you begin asking the questions listed in the Teacher Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selection while answering questions. The answers given in the Teacher Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read.

Determining When to Stop Discontinue Part 2 when the student misses either

- more than the maximum number of key words allowed for that selection, *or*
- two or more comprehension questions

Determining Placement

In general, you should begin a student in the *Voyager* book that corresponds to the level at which you stopped testing. Also take into consideration any other information you have. For example, if you have standardized test results for a student, consider those scores as well when placing the student. If scores conflict or you have difficulty determining the level at which to place a student, you may have the student complete the Skills Preview for the *Voyager* book at which you stopped testing. The score on the Skills Preview can help you determine if a book matches the student's skill levels.

Keep in mind that students who have reasonable sight word vocabularies and basic decoding skills but whose general knowledge is weak or who have trouble interpreting what they read may do significantly better on Part 1 than on Part 2. When this occurs, use the results on Part 2 to determine placement in the *Voyager* series. This will help ensure that the student has the appropriate reasoning and comprehension skills to be successful with the *Voyager* program.

Regardless of the level at which you place a student, you should carefully monitor the student's performance in the first few lessons. If the student is having significant difficulty and exhibits frustration, consider placing the student at the next lower level. Explain that the student will get the best results reading at a level that is both challenging and comfortable. Your personal observations of a student's reading abilities should inform your placement decisions as well as any adjustments you need to make.

CE

Voyager

Reading and Writing for Today's Adults

Teacher Scoring Guide

Voyager: Reading and Writing for Today's Adults™ Voyager Placement Tool for Levels Foundation–6
ISBN 1-56420-180-5
Copyright © 1999 by New Readers Press. U.S. Publishing Division of Laubach Literacy International
1320 Jamesville Ave., Syracuse, NY 13210 / All rights reserved. / Printed in the United States of America
9 8 7 6 5 4

Laubach Literacy and New Readers Press are not owned or sponsored by Voyager Expanded Learning, Inc.

BEST COPY AVAILABLE

Part 1: Word Lists

Student's Name ______________________________ **Date** ______________________

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-F

____ 1. the
____ 2. and
____ 3. in
____ 4. he
____ 5. for
____ 6. but
____ 7. not
____ 8. can
____ 9. do
____ 10. all
____ 11. are
____ 12. you
____ 13. have
____ 14. with
____ 15. work
____ 16. stop
____ 17. come
____ 18. they
____ 19. morning
____ 20. birthday

Total Missed ____

List V-1

____ 1. my
____ 2. boy
____ 3. saw
____ 4. from
____ 5. gave
____ 6. when
____ 7. high
____ 8. fire
____ 9. about
____ 10. store
____ 11. laugh
____ 12. next
____ 13. street
____ 14. over
____ 15. could
____ 16. think
____ 17. ground
____ 18. began
____ 19. picture
____ 20. children

Total Missed ____

▶ Stop testing when a student misses 5 or more words on a single list.

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-2

____ 1. tie
____ 2. song
____ 3. replay
____ 4. know
____ 5. family
____ 6. unhappy
____ 7. round
____ 8. eight
____ 9. without
____ 10. happen
____ 11. anything
____ 12. different
____ 13. myself
____ 14. answer
____ 15. breakfast
____ 16. remember
____ 17. everyone
____ 18. thought
____ 19. together
____ 20. beautiful

Total Missed ____

List V-3

____ 1. chief
____ 2. discover
____ 3. expect
____ 4. teacher
____ 5. mistake
____ 6. afternoon
____ 7. hundred
____ 8. quickly
____ 9. usually
____ 10. sometimes
____ 11. mountain
____ 12. understand
____ 13. automobile
____ 14. dangerous
____ 15. basketball
____ 16. question
____ 17. important
____ 18. inventor
____ 19. probably
____ 20. government

Total Missed ____

▶ Stop testing when a student misses 5 or more words on a single list.

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-4

____ 1. habit
____ 2. adult
____ 3. health
____ 4. change
____ 5. column
____ 6. problem
____ 7. selection
____ 8. favorite
____ 9. disease
____ 10. nervous
____ 11. chocolate
____ 12. medicine
____ 13. research
____ 14. exercise
____ 15. compare
____ 16. hamburger
____ 17. neighborhood
____ 18. dictionary
____ 19. community
____ 20. information

Total Missed ____

List V-5

____ 1. limit
____ 2. angry
____ 3. amount
____ 4. choice
____ 5. credit
____ 6. savings
____ 7. college
____ 8. manage
____ 9. provide
____ 10. symbol
____ 11. expense
____ 12. enrollment
____ 13. various
____ 14. interview
____ 15. capital
____ 16. accident
____ 17. graduate
____ 18. emergency
____ 19. education
____ 20. transportation

Total Missed ____

List V-6

____ 1. courage
____ 2. request
____ 3. theme
____ 4. federal
____ 5. anxious
____ 6. success
____ 7. military
____ 8. physical
____ 9. establish
____ 10. conditions
____ 11. sensitive
____ 12. character
____ 13. employee
____ 14. experience
____ 15. authority
____ 16. occupation
____ 17. appreciate
____ 18. knowledge
____ 19. opportunity
____ 20. arrangement

Total Missed ____

▶ Stop testing when a student misses 5 or more words on a single list.

Part 2: Reading Comprehension

Where to start in Part 2

If student stops Part 1 with	Start Part 2 with
Word List V-F	Selection V-F
Word List V-1	Selection V-F
Word List V-2	Selection V-F
Word List V-3	Selection V-1
Word List V-4	Selection V-2
Word List V-5	Selection V-3
Word List V-6	Selection V-4

Administering Part 2: Reading Comprehension

Have the student read each selection aloud so that you can assess word recognition skills in context. Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher Scoring Guide, read aloud the introduction to the selection. Then say:

"Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I'll ask you some questions about what you have read. You can refer to the passage when answering the questions."

Word Recognition Errors As the student reads aloud, underline key words that the student miscalls and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Count the number of key words the student miscalled or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher Scoring Guide.

Comprehension Questions When a student has finished reading a selection aloud, give the student the option of reading it again silently before you begin asking the questions listed in the Teacher Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selection while answering questions. The answers given in the Teacher Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read. Put a plus mark (+) next to questions that the student answers acceptably. Put a minus sign (–) next to questions that the student does not answer acceptably.

Determining When to Stop Discontinue Part 2 when the student misses either
- more than the maximum number of key words allowed for that selection, *or*
- two or more comprehension questions

Selection V-F (from *Voyager Foundation Book*)

page 5 in Student Booklet

Introduction: This story is about a woman who has a problem.

Pat's Problem

Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

Comprehension Questions

____ 1. Who has a problem? *(Pat)*
____ 2. What is her problem? *(She has a pipe that drips.)*
____ 3. Who did she call? *(She called a plumber.)*
____ 4. Did the plumber solve her problem? How do you know? *(Yes. The story says that the plumber put in a new pipe and the drip stopped.)*
____ 5. How did Pat feel when her pipe was fixed? *(happy, glad, etc.)*

Word Recognition Errors ____

Comprehension Errors ____

▶ Stop testing if 2 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-1 (from *Voyager 1*)

page 6 in Student Booklet

Introduction: This story is about a bus ride that became famous.

A Bus Ride

In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Comprehension Questions

____ 1. What did the unfair law say? *(Blacks had to sit in the back of the bus.)*

____ 2. What did Rosa Parks do to break the law? *(She refused to give her seat to a white man.)*

____ 3. Why did she break the law? *(She thought it was unfair.)*

____ 4. What action did black people take after she was arrested? *(They did not ride the bus for 381 days, they did not take the bus for a long time,* etc.*)*

____ 5. How did blacks' actions help change the law? *(The bus company lost customers and money, people began to see that the laws were unfair to black people,* or some similar, logical response.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-2 (from *Voyager 2*)

page 7 in Student Booklet

Introduction: This story is about family ties.

Grandma Pat [redacted]

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Comprehension Questions

____ 1. Who has the man been thinking of lately? *(Grandma Pat, his grandmother,* etc.*)*

____ 2. When he was a boy, what did Grandma Pat do for him? *(cooked him dinner, told him stories,* etc.*)*

____ 3. When he grew older, what did Grandma Pat do for him? *(listened when he had a problem, made him feel special, always cared for him,* etc.*)*

____ 4. Why do you think the man has been thinking about his Grandma Pat lately? *(He has a grandchild of his own now.)*

____ 5. What is the main idea, or point, of this story? *(The man wants to be important in his granddaughter's life, just as his grandmother was in his life; the man's grandmother was important in his life;* etc.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-3 (from *Voyager 3*)

page 8 in Student Booklet

Introduction: This story is about a problem many married people face.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Comprehension Questions

____ 1. What do Gary and Trish fight about? *(money: Trish thinks he spends too much; Gary thinks she is a nag.)*

____ 2. Why does Gary go to see his father? *(to discuss getting a divorce from Trish; to get his father's advice,* etc.*)*

____ 3. What surprising story did Gary's father tell? *(that he and Gary's mother once thought about a divorce)*

____ 4. What was the main idea, or point, of the father's story? *(to let Gary know that all marriages go through tough times, to let Gary know that he and Trish should consider their son,* etc.*)*

____ 5. Did Gary understand the point of the story? How can you tell? *(Yes. After hearing the story, Gary thinks of his own son and says he and Trish should try harder.)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-4 (from *Voyager 4*)

page 9 in Student Booklet

Introduction: This article tells about one way to stay healthy.

Eat More Fruits and Vegetables

Adapted from the U.S. Department of Health and Human Services

Did you know that eating five fruits and vegetables a day is one of the most important things you can do to stay healthy?

Top health experts agree. Eating more fruits and vegetables is essential for better health! Experts all tell us that we should eat a balanced diet. It should be low in fat and have lots of fruits and vegetables.

Fruits and vegetables may lower your risk of cancer! 35% of all cancer deaths may be related to a diet high in fat and low in fiber. Fruits and vegetables help cut your risk of cancer. They are low in fat and are rich sources of vitamins A and C and fiber. A good diet is low in saturated fat and has plenty of high-fiber foods. It can cut the risk of heart disease, as well.

Eat five servings of fruits and vegetables a day! Eat them with many different foods. One serving is any one of the following:

- 1/2 cup of fruit
- 3/4 cup juice
- 1/2 cup cooked vegetable
- 1 cup leafy vegetable
- 1/4 cup dried fruit

Eat a variety of fruits and vegetables! They are all good for you. Be sure to include each day those that are high in vitamins A and C and fiber. They will help you stay healthy.

Comprehension Questions

____ 1. What is the main idea of the article? *(Fruits and vegetables are important for better health, eating lots of fruits and vegetables will help you stay healthy,* etc.*)*

____ 2. According to the article, eating fruits and vegetables will lower your risk of what two diseases? *(cancer and heart disease)*

____ 3. Fruits and vegetables are a source of what two vitamins? *(A and C)*

____ 4. Based on the article, which snack would be a better choice: an apple or peanuts? Why? *(an apple, because it is high in fiber and low in fat; peanuts have more fat;* etc.*)*

____ 5. Name two kinds of food that you should eat less often, according to the article. *(food high in fat, food low in fiber)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 12 or more key word recognition errors or 2 or more comprehension errors are made

Selection V-5 (from *Voyager 5*)

page 10 in Student Booklet

Introduction: This article contains tips about borrowing money.

Being a Smart Borrower

Think carefully before you borrow money. Taking out a loan can help solve some problems, but paying off a debt can be expensive. Borrow only when you really need extra money right away.

For example, you might need to make major repairs to your car, or your child might need a lot of dental work. For problems like these you need a lot of money quickly, and a loan might be the answer.

People also borrow for large purchases and long-term goals. This allows you to use an item you buy while you are paying for it. For instance, most people take out a loan to buy a car or a house, and many people borrow to cover the cost of job training or college.

It's best not to take on a big debt unless you really need to. Before borrowing, ask yourself these questions:

- Do I really need to buy this now?
- Is it still a good deal when the interest (cost of borrowing money) is added to the price of the item?
- Can I afford the payments?

If you answer "no" to any of these questions, a loan might *cause* more problems than it solves.

If you decide to borrow, shop around for the best loan for you. Check with different banks, and ask about different types of loans. Get the lowest interest rate you can find.

Finally, get all of your questions answered. Be sure you understand the fine print on any loan contract before you sign it. Ask about your right to change your mind. Be a smart borrower.

Comprehension Questions

____ 1. What is the main idea of the article? *(Be careful when you borrow money.)*

____ 2. According to the article, when is it OK to borrow money? *(When you really need extra money right away; when you are making a major purchase; to buy a house or a car;* etc.*)*

____ 3. How does the article define the word *interest*? *(It is the cost of borrowing money.)*

____ 4. Name two questions you should ask yourself before borrowing. (Any 2: *Do I really need to buy this now? Is it still a good deal when the interest is added in? Can I afford the payments?)*

____ 5. Why do you think it is important to understand the fine print in a contract before you sign? *(There may be legal terms you haven't understood, there may be conditions that weren't mentioned or discussed,* etc.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 14 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-6 (from *Voyager 6*)

page 11 in Student Booklet

Introduction: This article talks about why it's important to learn while you work.

Learning on the Job

One way to succeed on the job is to keep on learning. The world changes fast. Workers have to learn new skills to keep up.

Mastering Computer Skills

If you work in an office, you know how important computer skills are. Learning word processing or a graphics program can make you a more valuable employee. It may help you get promoted, too.

These days, it's not just office workers who use computers. Line workers in steel mills and printing press operators must use computers, too. In some restaurants, servers use handheld computers to send food orders to the kitchen instantly.

Serving Your Customers

You've heard the old saying, "The customer is always right." In today's world, that's more true than ever. And "customer" is being defined more broadly, as well.

There are the external customers—the people who buy a company's product or use its services. Now workers have to please internal customers, too. For example, suppose you work in the warehouse of a big discount store. All the salespeople want to make sure their sections are well stocked with merchandise. They are your internal customers. If you work in the accounting department, each employee whose paychecks or W-2 forms pass through your hands is your customer. This approach helps everyone in the company to be more productive.

Continuing Your Education

You can keep up-to-date by continuing your education. Smart employers know that it's well worth the cost to send workers to classes. Through training, workers can improve their current skills and learn new ones. If you want to take a class, tell your boss how you will be more productive as a result. Most employers are happy to hear their employees are willing to take on more training. You benefit by learning new skills. And you increase your worth on the job market.

Comprehension Questions

____ 1. What is the main idea of the article? *(It's important to keep learning on the job, learning new things increases your chances of job success,* etc.*)*

____ 2. According to the article, what are two benefits of learning computer skills? *(They make you a more valuable employee and may help you get promoted.)*

____ 3. Why is it important to please internal customers? *(They give feedback on your work; you work for them, too; your success depends on it;* etc.*)*

____ 4. Based on the article, who are a mailroom clerk's internal customers? *(Everyone in the company, everyone to whom the clerk delivers mail,* etc.*)*

____ 5. According to the article, what should you say to your employer to convince him or her to pay for you to take a class? *(You should give specific examples of how the class will make you more productive at work.)*

Word Recognition Errors ____ Comprehension Errors ____

▶ The acceptable score is 15 or fewer key word recognition errors or no more than 1 comprehension error.

ISBN 1-56420-180-5
9 781564 201805
579

New Readers Press
U.S. Publishing Division of Laubach Literacy
Syracuse, New York 13210
800-448-8878
www.newreaderspress.com

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC®

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)